DOCUMENT RESUME

ED 372 302 CE 066 952

TITLE	Online Action Research Database.
INSTITUTION	Comprehensive Adult Student Assessment System, San Diego, CA.
SPONS AGENCY	National Inst. for Literacy, Washington, DC.
PUB DATE	29 Dec 93
CONTRACT	X257A20508
NOTE	300p.; The seventh section, complete data records for individual teachers, is not included in this document.
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Action Research; Adult Basic Education; *Adult Literacy; *Databases; Educational Research; English (Second Language); *Literacy Education; *Online Systems; *Reference Services; Research Methodology; Research Projects; Second Language Instruction

ABSTRACT

This document begins with a summary of the Online Action Research (OAR) project, which had the following objectives: (1) examine the effectiveness of instructional approaches and classroom practices in adult basic education (ABE) and adult English as a Second Language (ESL); (2) use a variety of assessment strategies to determine literacy outcomes and the results of action research; (3) provide an alternative form of staff development for ABE and adult ESL teachers; (4) explore the use of networking technology (electronic mail) to facilitate the research process; and (5) collect and disseminate an online database of literacy action research. The database serves as a forum for other adult ESL teachers and ABE teachers, administrators, and researchers were are interested in conducting action research. Following the summary, the document includes a list of OAR staff, description of the database contents, and instructions for accessing it online or on diskette. The first section of the database contains the following: research topics and questions, research summaries from the 12 individual teachers, descriptions of interventions and assessment methods for research questions, findings, suggestions for future research, and resources/bibliography by research topic. The section on the classes defines program levels, summarizes class settings, and describes individual teachers' class settings. Statistics on each class' demographics are provided. The section on the teachers contains names and addresses of the 12 teachers and teacher profiles summarized and by individual teacher. The technology section details the types of computer equipment used by the teachers and by project staff, profiles of individual teacher use of computers, and reflections on the use of technology from teachers and project staff. The sixth section provides reflections on action research from teachers, managers, and research facilitators, as well as 31 resources on action research and copies of 11 forms used. (KC)

ED 372 302

OAR

Online Action Research

Database

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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CASAS

Comprehensive Adult Student Assessment System

December 29, 1993

National Institute for Literacy
800 Connecticut Avenue NW, Suite 200
Washington, DC 20006
Attn: Sondra Stein

Dear Ms. Stein:

The final report and budget for the Online Action Research (OAR) Project, Grant #X257A20508 are enclosed. The final report is in the form of the OAR Database, an online database of action research projects. Excerpts from the OAR Database describing the project and its findings are also enclosed. The materials in this shipment include:

- Five **3-ring binders**, each containing a **printout of the OAR Online Action Research Database**;

- One **3-ring binder** containing a **printout of the OAR Online Action Research Database Complete Data Records** (all information in this binder is also included in the other five binders);

- Five **Macintosh diskettes** containing the **OAR Database on Filemaker Pro** 2.0 or higher software

- Instructions for accessing the **OAR Database online** via Internet through Minnesota Gopher or via Connect (see Section 1.3: About OAR, About the Database, attached).

The OAR Database is designed to be accessed by teachers, administrators and researchers. The "About the Database" section contains a complete outline of the content and organization of the OAR Database. Most of the database is already online and accessible through Internet or Connect. The rest of the information will be online by early 1994.

We feel that the OAR Database has tremendous potential for expansion and can be of great service to the field of adult literacy as an innovative tool for staff development and the use of technology. The following are examples of some possible extensions of the current OAR Project Database:

- enable current OAR teachers to become mentors of a subsequent group of teacher researchers;

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Foundation for Educational Achievement

- enable teachers to continue and expand upon their current action research to provide time for reflecting on preliminary results and to see the true impact of participating in action research;
- expand the OAR database and investigate its uses with different learner populations;
- use the OAR database to introduce other teachers to the concept of action research; and
- evaluate the effectiveness of the database through investigation of how other teacher researchers can contribute to and access the database.

During the past year, staff made several presentations at major conferences in California and an "In Progress" presentation at the 1993 TESOL Conference in Atlanta. At the upcoming TESOL Conference in Baltimore in March 1994, three separate presentations will be given: a 3-hour workshop entitled "OAR: Involving classroom teachers as researchers" on Saturday morning, March 12; a colloquium on teacher research on Wednesday, March 9; and a post-convention institute on Saturday afternoon, March 12 called, "Teacher research: Getting started."

We appreciate the opportunity to have participated in the first grants awarded by the National Institute for Literacy, and look forward to continued association with the Institute and its work.

Sincerely,

Linda Taylor

Linda Taylor, CASAS Research Facilitator and the OAR Project Staff

enclosures

NATIONAL INSTITUTE FOR LITERACY GRANT
Metropolitan Adult Education Program
Amended Budget Detail

1000		**CERTIFICATED STAFF**		**$8,750**
	1210	Project Director	$6,500	
	1930	Teachers	$2,250	
2000		**CLASSIFIED STAFF**		**$6,378**
	2310	Clerical Support	$5,477	
	2370	Clerical-Extra Duty	$901	
3000		**BENEFITS** (Certificated & Classified)		**$3,025**
		Pers	$847	
		OASDI	$395	
		Medicare	$192	
		Health & Welfare	$1,349	
		SUI	$40	
		Workers Comp	$202	
4000		**SUPPLIES**		**$1,997**
	4550	Duplicating, Postage, Office Supplies	$797	
		Connect Software	$1,200	
5000		**OTHER OPERATING EXPENSES**		**$78,702**
	5110	Teacher Contracts (Non Class Time & In State Travel	$12,986	
		Contractual Charges:		
		CASAS Contract	$42,378	
		OTAN Contract	$15,804	
	5200	Travel & Conference	$1,865	
	5540	Telephone & Connect On-Line charges	$1,792	
	5821	Indirect (not including CASAS & OTAN contractual Charges	$3,877	
TOTAL				**$98,852**

\OAR Amended Budget

MAIN MENU

Click on the topic which interests you:

1. About OAR
2. The research
3. The classes
4. The teachers
5. The technology
6. On Action Research
7. Complete Data Record -- Individual Teachers

ABOUT OAR

Click on the topic which interests you:

1. Summary of Project

2. Directory of OAR Project Staff

3. About the Database

- Go to Main Menu

Summary of the Project

About Online Action Research (OAR)

Overview

The Online Action Research (OAR) Project was one of 36 projects funded by the National Institute for Literacy from October 1992 through September 1993. The purpose of this project was to conduct action research to:

- examine the effectiveness of instructional approaches and classroom practices in ABE and adult ESL programs;
- use a variety of assessment strategies to determine literacy outcomes and the results of action research;
- provide an alternative form of staff development for ABE and adult ESL teachers;
- explore the use of networking technology (e-mail) to facilitate the research process; and
- collect and disseminate an online database of literacy action research.

The OAR Project was a collaborative effort involving four types of agencies: the California Department of Education, the Comprehensive Adult Student Assessment System (CASAS), the Outreach and Technical Assistance Network (OTAN), and adult ESL and ABE teachers and administrators from northern California and the California Central Valley.

Action Research

Action research links classroom practice with research about classroom practice. To accomplish the OAR Project goals, teachers worked in pairs to conduct classroom-centered research and systematically collected and reported action research processes and results. CASAS research facilitators provided technical assistance to teachers, including introducing the action research process, and providing support to conduct their research, develop assessment strategies, and analyze findings.

Technology

Computer-supported collaboration assisted teachers to develop and refine their research projects by providing the opportunity for ongoing dialog with their partners from different sites. The OTAN Facilitator provided training to all project participants in the use of computers for computer networking and data collection.

An online action research literacy database has been developed by CASAS and OTAN to document action research, including effective literacy instructional approaches, findings and outcomes, and assessment and evaluation strategies. The database also serves as a forum for other ESL and ABE teachers, administrators and researchers who are interested in conducting action research.

Summary of the Project

Note: The OAR Project has used the following definition of literacy adopted by the National Institute for Literacy: "Literacy means an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential."

History of the OAR Project:

December 1991
- Concept of OAR developed at meeting between California Department of Education, Outreach and Technical Assistance Network (OTAN), Comprehensive Adult Student Assessment System (CASAS), and representatives of adult education programs.

December 1991 - January 1992
- Preliminary list of tasks and participants identified
- ESL identified as target program
- Short term funding to come from California Department of Education

February 1992
- Exploratory meeting with identified OAR participants
- Preliminary plans made for teacher participants to work in pairs using ESL Institute modules as framework for organizing content.
- Preliminary plans made to use Macintosh environment with PowerBooks for each teacher. FileMaker Pro selected as the off line software, and CONNECT as the online format.
- Training sessions planned for participants.
- Preliminary timeline prepared

March - April 1992
- Continued planning, and refinement of objectives, timeline, and data collection templates

May 1992
- Meetings of teachers, managers, and facilitators to discuss research questions, select partners, introduce action research, begin preparation of research plan of action, and develop plan for reporting and formatting of data
- Framework for organizing content broadened to include content other than ESL Institute Modules, and to include Adult Basic Education (ABE) teachers

June 1992
- Short term funding from California Department of Education no longer available
- Funding for PowerBooks not available

Summary of the Project

- Managers and facilitators decide to apply for National Institute for Literacy (NIFL) grant for ESL, ABE and GED teachers

June - August 1992
- Grant application written and submitted

August 1992
- Technical training for teachers with sample report formats on CONNECT.

September - October 1992
- Notification of NIFL grant approval
- Teachers began preliminary research and refined research topics and data collection formats under guidance of research facilitators

November - December 1992
- Teachers read research articles related to action research and to their topics and conducted exploratory research
- OAR presentation at national AAACE conference in Los Angeles

January 1993 - June 1993
- Implementation stage: Teachers conducted action research, assessed students, collected data, and communicated with partners and facilitators
- OAR presentations at national TESOL conference in Atlanta, at CATESOL conference in Monterey (both in April 93), and at CASAS Summer Institute (June 93)

June - November 1993
- FileMaker Pro and CONNECT versions of OAR Database developed and refined
- Data compiled, analyzed and organized into database format
- OAR presentation at AAACE national conference in Dallas (Nov 93)

December 1993
- Databases completed
- Databases and Final Report submitted to NIFL

January - April 1994
- Dissemination of OAR Database
- OAR presentation at national TESOL conference in Baltimore
- Seek funding to continue and develop the OAR Project

Directory of OAR Project Staff

Karen Angarano
Vice Principal
Hayward Adult School
22100 Princeton St.
Hayward, CA 94541
(510) 582-0606
CONNECT ID: ANGARANO

Nancy Arnold
Assistant Principal
Metropolitan Adult Education Program (MAEP)
760 Hillsdale, Rm. 1
San Jose, CA 95136
(408) 723-6450
CONNECT ID: NARNOLD

John Caliguiri
ESL Instructor
Merced Adult School
50 E. 20th Street
Merced, CA 95340
(209) 385-6420

Joyce Clapp
Teacher in Charge, ESL Program
ESL Instructor
Hayward Adult School
22100 Princeton St.
Hayward, CA 94541
(510) 582-2055
CONNECT ID: ANGARANO

John Dennis
ABE/GED Instructor
Edward Shands Adult School
2455 Church St.
Oakland, CA 94605
(510) 638-1710

Directory of OAR Project Staff

Shirley Edwards
OAR Project Director
Metropolitan Adult Eduction Program (MAEP)
760 Hillsdale, Rm. 1
San Jose, CA 95136
(408) 723-6450
CONNECT ID: SMEDWARDS

Susan Gaer
ESL Instructor
Visalia Adult School
3110 E. Houston
Visalia, CA 93292
(209) 730-7655
CONNECT ID: DEMARTIN

Kathy L. Hans
ESL Instructor
Hayward Adult Education
22100 Princeton St.
Hayward, CA 94541
(510) 582-2055
CONNECT ID: ANGARANO

Gail Hodgin
ESL Department Chair
ESL Instructor
East Side Adult Education
1901 Cunningham
San Jose, CA 95122
(408) 251-2923

Autumn Keltner
OAR Research Facilitator
CASAS (Comprehensive Adult Student Assessment System)
8910 Clairemont Mesa Blvd.
San Diego, CA 92123
(619) 292-2900, ext. 332
(800) 255-1036, ext. 332
Fax: (619) 292-2910
CONNECT ID: OARCASAS

Directory of OAR Project Staff

Margaret Kirkpatrick
Principal
Merced Adult School
P.O. Box 3707
Merced, CA 95344
(209) 385-6524
CONNECT ID: KIRKPATRICK1

Junetta McKewan
ABE Instructor
Independence Adult Center
East Side Adult Education
625 Educational Park Drive
San Jose, CA 95133
(408) 923-2306
CONNECT ID: ARNOLDT

Wanda Pruitt
ABE Instructor
Berkeley Adult School
1222 University Ave.
Berkeley, CA 94702
(510) 644-6130
CONNECT ID: PRUITTW

Dianne Pun-Kay
OAR Technology Facilitator
OTAN (Outreach and Technical Assistance Network)
Hacienda La Puente Adult Education
15377 E. Proctor Ave.
City of Industry, CA 91745
(800) 894-3113
(818) 855-7000
CONNECT ID: PUNKAY

Sylvia Ramirez
OAR Research Facilitator
CASAS (Comprehensive Adult Student Assessment System)
8910 Clairemont Mesa Blvd.
San Diego, CA 92123
(619) 292-2900, ext. 378
(800) 255-1036, ext. 378
Fax: (619) 292-2910
CONNECT ID: OARCASAS

Directory of OAR Project Staff

Margaret Rogers
ABE/GED Instructor
Winterstein Adult School
900 Morse Ave.
Sacramento, CA 95864
(916) 971-7419

Martha Savage
ESL Instructor
Metropolitan Adult Education Program (MAEP)
760 Hillsdale Ave.
San Jose, CA 95136
(408) 723-6450

Richard Stiles
Coordinator, Adult Literacy
California Dept. of Education
560 "J" Street, Ste. 290
Sacramento, CA 95814
(916) 327-1022
CONNECT ID: STILES

Janet Sullivan
ESL Instructor
Mt. Diablo Adult Education
1266 San Carlos Ave.
Concord, CA 94518
(510) 685-7340
CONNECT ID: MDAE

Linda Taylor
OAR Research Facilitator
CASAS (Comprehensive Adult Student Assessment System)
8910 Clairemont Mesa Blvd.
San Diego, CA 92123
(619) 292-2900, ext. 333
(800) 255-1036, ext. 333
Fax: (619) 292-2910
CONNECT ID: OARCASAS

Directory of OAR Project Staff

Linda West
Information Manager
OTAN (Outreach and Technical Assistance Network)
Hacienda La Puente Adult Education
15377 E. Proctor Avenue
City of Industry, CA 91745
(818) 855-7000
(800) 894-3113
CONNECT ID: LLWEST

Barbara Woodmansee
ESL Instructor
Metropolitan Adult Education Program (MAEP)
760 Hilldale Ave.
San Jose, CA 95136
(408) 723-6449

About the Database

Purpose
The purpose of the Online Action Research (OAR) Database is to document action research, including effective literacy instructional approaches, findings and outcomes, and assessment and evaluation strategies. The database also serves as a forum for other adult ESL and ABE teachers, administrators, and researchers who are interested in conducting action research.

Content
The information has been organized in such a way that people with different interests will be able to access the part of the database they need quickly and easily. Some information is duplicated in different parts of the Database for easy access. The information has been organized as follows:

I. About OAR
  A. Summary of Project
  B. Directory of OAR Project Staff
  C. About the Database
II. The Research
  A. Research Topics and Questions
  B. Research Summary--Individual Teachers
  C. Intervention
  D. Assessment
  E. Findings
  F. Suggestions for Future Research
  G. Resources/Bibliography by Research Topic
III. The Classes
  A. Class Setting
    1. Definitions of Program Levels
    2. Class setting--Summary
    3 Class setting--Individual Teachers
  B. Class Demographics
IV. The Teachers
  A. Teacher Directory
  B. Teacher Profile--Summary
  C. Teacher Profile--Individual Teachers
V. The Technology
  A. Types of Computer Equipment Used
    1. Types of Computer Equipment Used by Teachers
    2. Types of Computer Equipment Used by OTAN and CASAS
  B. Use of Computer Technology
    1. Use of Computers by Teachers
    2. Use of Computers by OTAN and CASAS

About the Database

- C. Reflections on Use of Technology
  - 1. Teachers' Reflections
  - 2. OTAN and CASAS Reflections
- VI. On Action Research
  - A. Teachers' Reflections
  - B. Managers' Reflections
  - C. Research Facilitators' Reflections
  - D. Resources/Bibliography on Action Research
  - E. Forms Used
- VII. Complete Data Record--Individual Teachers

To Access the Database
The OAR Database can be accessed in two ways: online via CONNECT or INTERNET and on disk in the FileMaker Pro version.

Those who wish to access the data on CONNECT should sign on to CONNECT, open the OTAN Forum, and open the Curricula Resources icon. Those who wish to access the data via Internet can do so through Minnesota Gopher. Open "Other Gophers, North America, United States, California, Outreach and Technical Assistance Network (OTAN)." Then open the OTAN Forum as described above. If you can point directly at a gopher, the OTAN Gopher's pointer is: "gopher.hlpusd.k12.ca.us port 70." The online version is organized into a series of nested folders, following the outline shown above.

Those who wish to access the data on disk can do so using FileMaker Pro 2.0 or higher available in both Macintosh and Windows versions. The FileMaker Pro version also follows the outline above. However, buttons are used to facilitate moving from one screen to another. The FileMaker Pro version of the OAR Database can be obtained on disk or in print from:

Hacienda La Puente Adult Education
Attn: Dianne Pun-Kay
15377 East Proctor Avenue
City of Industry, CA 91745
800-894-3113
818-855-7000
FAX: (818) 855-7025
CONNECT ID: PUNKAY

Please specify Macintosh or Windows version; Windows users should also specify disk type. Questions regarding use of the OAR Database or the technology used during the research project may be addressed to Dianne Pun-Kay.

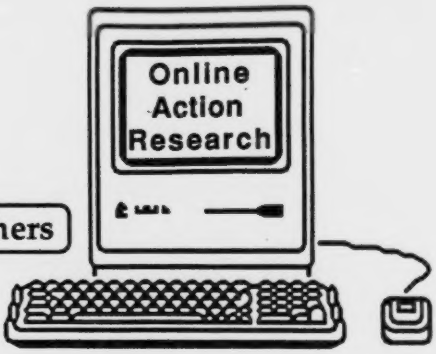
About the Database

Questions regarding the research or content of the OAR Project and Database may be addressed to Linda Taylor or Autumn Keltner

CASAS (Comprehensive Adult Student Assessment System)
8910 Clairemont Mesa Boulevard
San Diego, CA 92123
800-225-1036
619-292-2900
FAX: 619-292-2910
CONNECT ID: OARCASAS

THE RESEARCH

Click on the topic which interests you:



1. Research Topics and Questions
2. Research Summary--Individual Teachers
3. Intervention
4. Assessment
5. Findings
6. Suggestions for Future Research
7. Resources/Bibliography by Research Topic

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Research Topics and Questions

Teacher's Name John Caliguiri

Partner's Name Janet Sullivan

Topic Integration of reading and writing

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Teacher's Name Joyce Clapp

Partner's Name Gail Hodgin

Topic Questioning skills

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Teacher's Name John Dennis

Partner's Name Margaret Rogers

Topic GED reading program

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Research Topics and Questions

Teacher's Name Susan Gaer

Partner's Name Barbara Woodmansee

Topic Interactive journal writing

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Teacher's Name Kathy L. Hans

Partner's Name Martha Savage

Topic Listening strategies

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Teacher's Name Gail Hodgin

Partner's Name Joyce Clapp

Topic Questioning skills

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Research Topics and Questions

Teacher's Name Junetta Mc Kewan

Partner's Name Wanda Pruitt

Topic Improving students' writing

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Teacher's Name Wanda Pruitt

Partner's Name Junetta McKewan

Topic Improving students' writing

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Teacher's Name Margaret Rogers

Partner's Name John Dennis

Topic GED reading program

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Research Topics and Questions

Teacher's Name Martha Savage

Partner's Name Kathy Hans

Topic Listening strategies

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Teacher's Name Janet Sullivan

Partner's Name John Caliguiri

Topic Integration of reading and writing

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Teacher's Name Barbara Woodmansee

Partner's Name Susan Gaer

Topic Interactive journal writing

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Research Summary -- Individual Teachers

Teacher's Name John Caliguiri

Teacher's Agency Merced Adult School

Teacher's Program ESL

Level of Teacher's Class Intermediate

Partner's Name Janet Sullivan

Partner's Agency Mt Diablo Adult School

Level of Partner's Class Intermediate

Topic

Integration of reading and writing

Statement of Problem

Students were resistant to writing because of spelling, grammatical, and structural restraints (mechanics, etc). The goal of this research effort was to increase students' comfort level and skill level in writing.

Research Summary -- Individual Teachers

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Timeline

Pre-test: Week of Janauary 11, 1993
Writing and reading intervention: January through May, 1993
Posttest: June 1993

Intervention

Much of the recent research on ESL writing introduces the variable of student choice in writing themes and topics as an important factor in promoting success. As teachers, we investigated the effects of encouraging student choice of writing topics while integrating reading and writing instruction.

The process included:

1. Students read selected reading passages, discussed new vocabulary, then retold the story orally to a partner.
2. Students completed two writing tasks, one asked them to retell the story in their own words; the second asked students to apply what they read to their own lives.

As partners we shared themes and topics.

A typical lesson plan for the reading and writing tasks was to have students:

1. look at a picture and guess what the story would be about
2. read the story silently and underline all new vocabulary
3. write new vocabulary on the board and together find meanings
4. listen to the teacher read the story aloud and orally answer comprehension questions
5. retell the story to a partner orally
6. write based on a related prompt or retell the story

Research Summary -- Individual Teachers

Assessment

Standardized testing:

CASAS Lifeskills Survey Achievement Reading Test, Level B, March 1993

Performance Assessment:

CASAS Functional Writing Assessment, Picture Task, pre (January), post (May)

Findings

Performance Assessment

CASAS Functional Writing Assessment pre/posttest scores were available for 13 students. The average pretest score was 2.3, with a range from 1 to 3 on a scale from 0-6. More than half the class (7 students) scored below 3, 6 scored 3, and none scored 4 on the pretest. On the posttest, only 1 student scored below 3, 7 scored 3, and 5 scored 4. The average posttest score was 3.2 which shows that the class as a whole had progressed one level.

Standardized Assessment

The mean scale score on the CASAS reading test for these students, which was given at the approximate midpoint of the project, was 198, with scores ranging from 192 to 209. These reading scores seem to indicate that students were writing at least as well as or better than they were reading. This is unusual for ESL students at this level.

Classroom Observations

An unexpected outcome of this research related to movement of students through the program. Before this project, at every CASAS testing interval I would have an average of 3 or 4 students leave my class to advance to the next level. Many times 1 or 2 of these students would subsequently return to my class because they were unable to complete tasks in ABE classes. When I tested in late May, 7 students advanced to the next level, and none have returned.

I think I had more students advance and stay in ABE than before because there is a connection between reading comprehension and writing fluency. As a result of the research activities, students completed tasks with greater confidence and had an increased feeling of competence with regard to their use of English.

I would like to continue this project by extending into problem sovling - using writing as a means to process solutions to problems reached in cooperative groups. I would be interested in finding out if vocabulary, problem solving schemas, and metacognition taught as a means for solving problems in discussion groups are subsequently used in student writing assignments. In turns, would students be able to comprehend reading about problems more deeply as a result of being able to use both those tools in their writing? Would students develop a more critical attitude toward the content of their own writing and the writing of other students?

Research Summary -- Individual Teachers

Reflections on Action Research

The idea of the process is very simple, in my opinion, but it has limitless applications and will achieve as deep an understanding of a teaching question as the participants are able or willing to achieve.

I refer to the process this project has begun in my classroom as "tinkering". My students were being instructed well before (at least as well as possible for me), but now I've learned a process to ponder and revise a small part of what I do based on adjustments made after reflection on an activity. This has enlightened me as to the power of reflection--both in my own teaching and in my students' receptive and productive English skills.

I often felt peer coached by an entire team of dedicated, knowledgeable colleagues. I would not even compare this experience to an ordinary inservice. It was indeed more like participating in an electronic symposium centered on my classroom situation.

Suggestions for Further Research

See last paragraph of Findings section.

Research Summary -- Individual Teachers

Teacher's Name Joyce Clapp

Teacher's Agency Hayward Adult School

Teacher's Program ESL

Level of Teacher's Class Beginning low

Partner's Name Gail Hodgin

Partner's Agency East Side Adult School

Level of Partner's Class Intermediate high

Topic

Questioning skills

Statement of Problem

Students were unable to ask for and/or receive necessary information on most subjects. They needed practice to develop both the language skills and the confidence to initiate conversations with native English speakers.

Research Summary -- Individual Teachers

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Timeline

Pretest, CASAS Listening, Level A: February 1993

Intervention and performance testing: February - June 1993

Posttest, CASAS Listening, Level A: June 1993

Intervention

1) Teach question forms
2) Use roleplays
3) Provide opportunities in class for students to participate in the operation of the class
4) Use out-of-class assignments for students to practice asking questions

Research Summary -- Individual Teachers

Assessment

Standardized Assessment

Pre/Post, CASAS Lifeskills Listening Tests Survey Achievement, Level A

Performance Assessment

Ongoing use of custom-designed interactive performance tasks, e.g. obtaining items and/or information from school clerical staff.

Findings

Standardized Assessment

I gave my students the CASAS pre/post lifeskills listening tests. Fifteen students took both the pre and post listening tests. The mean gain for the class was negligible. However, more than 50 percent of the class scored an average mean gain of 5 points which is the statewide average in California.

Performance Assessment

During the project period, I was teaching students who had the lowest level of proficiency in English in our school. I focused on questioning strategies, and then designed a series of interactive performance tasks to test my students' abilities to request information or specific items. Some of the performance tasks included getting chalk from another teacher, requesting a book from the office, and picking up an attendance slip that was missing information. I tried to make the errands legitimate requests, not contrived activities. I met with the ESL teachers and office staff after each activity to review how the student had done and to make notes for further classroom assistance.

Normally students at this level of English proficiency are not sent on errands. If they are sent, they always have a note explaining what the teacher needs. This was a new experience for my students. I worried whether they would be willing to participate, and whether they would be able to complete the tasks.

I worried about the wrong thing. The students were very anxious to go out of class to do a task. They begged to be selected. The students showed increased confidence every time they returned from a task. A problem emerged with the teaching and office staff. ESL professionals and support staff that work with ESL students are very helpful. They tended to anticipate the students' needs and seldom required them to explain the task. The very nature of the people we included worked as a detriment to giving students an opportunity to practice the language. If we continue this type of project, I want to expand the task situtations to other departments where interactions would more closely resemble those in the real world.

Research Summary -- Individual Teachers

Class Observations
My colleagues who participated in the ongoing performance assessment and I realize that even students at this level of English proficiency are much more capable than we believed in situations that approximate real life. I saw such growth in confidence with these students. They did not hesitate to communicate with me or other staff members outside of class. In my experience, this is unusual for students at this level. All but four students from this six-week class advanced to the next level of instruction.

By working closely with students at this level of instruction, I have become very aware of student retention patterns related to when students start the program and their probability of continuing. A higher percentage of students that enrolled at the beginning of the 6-week session continued in the program than students who joined the class at a later time. I believe that students at this level may have a more difficult time "joining in and feeling successful". They feel like they can't catch up, and so they drop out. I am considering only starting this level when there are enough students for an entire class. I plan to keep a waiting list, and start the next class as soon as there are sufficient students.

The classroom research was interesting. I would like to track these particular students to see how quickly they move through the program. I wish I had kept track of a control group that received the classroom instruction, but did not participate in the outside classroom tasks. I could possibly track these students in the fall quarter. I would also plan more activities for students with more out-of-class interaction.

Research Summary -- Individual Teachers

Reflections on Action Research

I am still very excited about this project. There has been overlap between the findings from this research and my program coordination assignment. My main responsibility is coordinating the ESL program. I teach during the summer session, and I elected to teach this literacy class for the purposes of the research project.

I feel that my participation has helped me grow professionally. I wouldn't have spent the time reading so much research. It would be nice if they would enlarge the print on those articles. Seriously, I wish I would have read more research in the early part of the project. In fact, I would like to start over and do a better job since I have learned so much during the project.

Suggestions for Further Research

See Findings section.

Research Summary -- Individual Teachers

Teacher's Name John Dennis

Teacher's Agency Edward Shands Adult School

Teacher's Program GED

Level of Teacher's Class Multi level

Partner's Name Margaret Rogers

Partner's Agency Winterstein Adult Center

Level of Partner's Class Multi level

Topic

GED reading program

Statement of Problem

My partner and I were prompted to form our question because most students need help with the writing and math portions of the GED test and come to class specifically to get help in these areas. For those students who also need help with reading comprehension, more intervention is needed and the length of time for completion is longer. Therefore it was important for us to study the area of reading comprehension and see if we could learn about some interventions that would increase the students' comprehension, immerse the students into reading, and convey its importance in their daily lives and work.

Research Summary -- Individual Teachers

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Timeline

Pretest: GED AA Official Practice Test and Reading Profile Survey, Feb. 1, 1993

Intervention: Feb. 3 - June 10, 1993

Posttest: Reading Profile Surveys and evaluations, June 11, 1993

Intervention

Of the 12 students enrolled in this two hour per day, two day per week GED preparation class, only 3 had enrolled voluntarily. The remaining students were on a high school diploma track, and were placed in this class because their desired academic classes had been closed.

All project students were assigned individualized learning plans in GED reading comprehension in one area at a time, beginning with social studies. Project students participated in lessons twice weekly using the KET/GED video tapes. Students were asked to use pre and post viewing worksheets, take notes, and participate in discussions. This activity was followed by discussions of general content areas tested in GED tests 2, 3, and 4. Cooperative group discussions followed in which students worked together to answer questions which cued responses at appropriate levels of critical thinking as tested on the GED test. KET print lesson support materials were also used. Student tardiness and irregularity of attendance often made it difficult to use the video segments as planned.

Results of Reading Profile surveys were discussed and students were assigned reading projects designed to expand and diversify their reading experiences. The importance of improving reading was emphasized by instructors and discussed with students.

Research Summary -- Individual Teachers

Assessment

Standardized Assessment

GED Official Practice Tests - Forms AA - DD
GED Official Practice Test AA, pretest, February 1993
GED Offficial Practice Tests BB-DD, posttests, June 1993
GED Test, June 1993

Student Surveys

Reading Profile Pre: February 1993/Post: June 1993

Findings

Of the 12 students enrolled, 2 were determined to take and complete the GED exam successfully and did, 1 recognized the importance of improving his reading and the value of regular class attendance, and the other 9 did not see the practicality or value of participating in this GED Reading Project as a complement to pursuing their high school diploma. The two students who were serious about taking the GED exam and saw it as a vehicle for accelerating their completion of their high school diploma not only took the class very seriously but they also took the initiative to schedule the GED tests for themselves and followed through to succesful completion. They were also successful in completing requirements for other courses taken in the Independent Studies program. This success suggests that there is aa correlation between students' initiative and attainment of immediate goals.

Two of the 9 students who were reluctant to participate showed improved reading performance despite severe absenteeism. I suspect that their improved scores stem from their having taken the tests in a stress-free environment. The remaining 7 either continued to attend but did not show progress in reading, or dropped out for various reasons, including the pressure of working a graveyard shift, harassment from a spouse, a change in class schedule, discomfort in an interactive learning environment, a total lack of direction, and the promptings of peer pressure.

As a teacher conducting this research, I would have felt more on target had I not had to militate against so many extenuating circumstances. Had students volunteered for this project rather than being coaxed into participating, I am sure the results and experience would have been enhanced. I feel good about those students who have accepted responsibility for their own performance in the program. I'd like to find incentives for coaxing the other students into taking full responsibility for their performance. I need to loosen up a bit, and recognize some of the students' real personal hardships. I need to find a means of helping them sort through the madhatter pressures of everyday life. I'd like to try to address their individual as well as collective needs. Personal problems, such as childcare, work schedules, court cases, and conflicting class schedules affect students' attendance.

Research Summary -- Individual Teachers

Research Summary -- Individual Teachers

Reflections on Action Research

Although I am still in the throes of this interesting project, I am convinced that use of the on-line component constitutes a new vista in my career. During the remaining weeks, I intend to utilize this device to the fullest. This new technology represents a literacy breakthrough for me as well. It shall enable me to speak more confidently of the importance of the joys and frustrations of lifelong learning. Albeit, I wish I had had a little more pre-project exposure to this aspect of the OAR project.

My frustration stems from having only recently managed to get on-line and endeavoring to do justice to the project amid a number of serious snags: the problem of a new quinmester system, a 2-day scheduled class, and students disgruntled about enrolling in a GED Prep class.

What has been most helpful have been my encounters with my partner.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Susan Gaer

Teacher's Agency Visalia Adult School

Teacher's Program ESL

Level of Teacher's Class Intermediate low

Partner's Name Barbara Woodmansee

Partner's Agency Metropolitan Adult Education Program

Level of Partner's Class Intermediate high

Topic

Interactive journal writing

Statement of Problem

My students were afraid to write so they did very little writing. I did a self-assessment and 69 percent felt that they didn't write very well.

Research Summary -- Individual Teachers

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Timeline

Pretests and student surveys: December 1992 and January 1993
Intervention: February 2-May 25
Posttests and student surveys: May 25-27,1993

Intervention

Journal Writing

The plan was to have students do journal writing twice a week during the first 15 minutes of class. I started out by asking them to write about themselves. I would then respond. My responses were questions about what they had written or model writings about myself. I began by saying that the students should write a minimum of three sentences and had to try and write for 10 minutes.

Pen Pals:

My partner and I had gone over our class lists and pre assigned penpals. Ideally we would have liked to have had electronic penpals, but my partner had no access to a computer and modem in her classroom. Instead, we used regular mail. During the penpal project, students were also introduced to computers. Computer literacy was taught at the same time as students were learning writing skills.

Research Summary -- Individual Teachers

Assessment

Standardized Assessment
    CASAS Lifeskills Reading Survey Achievement tests, 30 series, pre/post

Performance Assessment
    CASAS Functional Writing Assessment, pre/post
    Journals

Student Surveys
    Pre Writing Survey (habits, feelings, perceptions)

Findings

Performance Assessment

While my students did not show measurable gains on the CASAS pre/post reading assessment, they demonstrated credible gains on the CASAS functional writing assessment. Two sections of the CASAS functional writing assessment were administered at the beginning and end of the project. There were 11 matched pre and post tests for the Picture task, and 10 for the Letter. Pretests were double-scored by my partner and me, and our scores were averaged. (Scoring the writing assessment was very time consuming.) Posttests were scored by CASAS staff. More than one-fourth of the students gained at least one level on the picture task. Twenty percent increased one level or more on the letter task. In such a short period of time, global improvement will not always be evident. Mostly, I think, we improved attitudes about writing.

Student Surveys

The initial writing survey did not provide very much useful information concerning my students' perceptions and attitudes about writing. The survey was too open-ended and students were unable to understand the questions. Several copied answers from each other. I now realize how carefully attitude surveys have to be designed to get accurate results. I learned that only 8 percent of my class identified themselves as being able to write well. Only 16 percent said they wrote rarely or never in English, and all of them could identify important reasons such as "getting a job" or "taking care of my family" for learning to write better. Some students wrote that it was important for them to improve their writing skills because "writing is power." I knew from the surveys that the writing project would be meaningful.

Journals

The journal activity turned out to be an incredible experience for both me and my students. I have two sets of students, one in the morning and one in the afternoon. I only did the journal activity with my afternoon students. I feel that I now have a much better rapport with my afternoon class because of the journaling process.

Research Summary -- Individual Teachers

I found that the students in the afternoon class could write more extensively when they wrote about real-life experiences. This was especially true for the lower level students. I saw their writing increase in length, complexity, and creativity during the journal period. In some cases, the students went from the required three sentences to a page and a half. My students improved their spelling, sentence construction, grammar, and the ease in which they wrote during the project. They also had no trouble reading my responses, even some that were very complex.

At the end of the project, a student survey that focused on journal writing was given. It was less open-ended than the survey at the beginning. When asked whether they wanted to continue doing journals, all of my students responded positively. Fifty-five percent responded to the question, "What did you like about journal writing?" saying that they liked reading my answers, Eighteen percent said they "just liked it!" and 27 percent liked using and practicing English. Sixty-three percent found spelling to be the most difficult part of journal writing, while 13 percent said writing was most difficult, 12 percent cited reading, and 12 percent mentioned English in general. Most students perceived that their writing had greatly improved: 88 percent reported that they thought their writing was better than when the project started.

This project was a lot of work. Much of the research I have read said that journals are the most valuable if done every day. I found twice a week to be difficult. I spent all of my free time responding to journals. I found that I had to be very careful in my responses. If I wrote a long response to a very low literate student then that student would have trouble responding. However, with more literate students, longer journal responses produced more writing from students. The students clearly valued my responses.

The project also had some extended effects. I often worked on journals during lunch. As a result, another teacher who was very traditional in her approach and rarely tried new strategies, saw what I was doing and then started to use journals in her class.

Pen Pals

The open enrollment situation in adult education makes penpal coordination extremely difficult. We wrote letters which were then put in a manila envelope and sent via two-day priority mail to my partner. We tried to match students as penpals. However, many students wrote to and heard from different students each time. No real connections were built.

Students wrote to their penpals on the computer. They quickly adapted to using the computer, and were more motivated to write on the computer than with pencil and paper. Even those students who were initally fearful about using computers soon overcame their fears and were also very comfortable with comptuers.

Classroom Observqations

I only did the OAR Project with my afternoon class. I would be interested in using the morning class as a real control group testing as well as observing differences between the two classes. I sense a real difference between the two classes. However, I have no statistical proof.

Research Summary --
Individual Teachers

Reflections on Action Research

The journals were done twice a week. Each time students wrote in the journal, I responded. I think the way I responded was very important. That is to say, if I responded in a way that the student could identify with, then I received a longer and more creative written response from the student. The problem is that I am not sure what makes a "quality" response from the students. I am going to continue the journal activity but only once a week. In this way, I can concentrate on the quality of response.

I found the teacher research group to be a big incentive. I had never worked as a teacher researcher before and found that collaboration helped me to continue. If I ask myself the question, "Would I have started doing journals if I had not been part of this group?" The answer would have been no. So I think the concept of teacher researching is important and valid.

The OAR team worked in both large and small groups. I found myself to be much more productive in the small group rather than the large group.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Kathy L. Hans

Teacher's Agency Hayward Adult Education

Teacher's Program ESL

Level of Teacher's Class Intermediate low

Partner's Name Martha Savage

Partner's Agency Metropolitan Adult Education Program

Level of Partner's Class Intermediate high

Topic

Listening strategies

Statement of Problem

Students ranked listening high in terms of percentage of use when ranking the language skills: listening, speaking, reading, and writing. Research that I read supported this perception. We can expect to listen twice as much as we speak, four times more than we read and five times more than we write. (Rivers '81; Weaver, '72)

Students expressed frustration with their listening skills, especially outside of the classroom where speech is quick and not controlled. Students indicated that although they could understand the teacher, understanding people outside of school was very difficult.

Research Summary -- Individual Teachers

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Timeline

Preliminary research: investigation of the use of audiotapes, tape recorders and listening comprehension, Fall 1992
CASAS Listening Lifeskills Survey Acheivement posttest,, Fall 1992 (used to establish class level)
Customized Performance Pretest and Listening Habits Questionnaire: March 1993
Intervention: March - June 1993
Customized Performance Posttest and Listening Habits Questionnaire: June 1993

Intervention

The intent was to address the problem in two ways:

- by raising the students' awareness of listening as a skill that can be improved
- by providing an increased number of opportunities for students to practice active listening skills with exercises designed for both bottom up and top down processing, approximating real-life situations.

The process included brainstorming and discussing strategies for improving listening skills and participating in the following activities:

1. Predicting: a) getting ready to listen b) listing key words and key questions
2. Rehearsing (confidence building/thinking on your feet activities)
    a) speaking in small groups using key words/questions
    b) speaking in front of the class
3. Formulating Questions (focused listening/chunking)
    a) asking for the topic b) discerning sequences in information given
    c.) asking for repetition of portions of information
4. Clarifying Statements/Questions
    a. re-stating what they knew to check understanding
    b. identifying what they needed to find out
5. Controlling a Conversation (interrupting the stream of speech)
    a) repeating specific words b) asking related questions c) using body language
6. Participating in Reinforcement Activities
    a. asking questions or answering comprehension questions after listening to "teacher chat" (teacher talks about some event in her life related to the life skill topic for the day)
    b. jigsaw listening adaptation requiring students to listen to part of a taped story, negotiate meaning and formulate questions
    c. roundtable dictation (drawing progressive pictures and problem solving)
    d. calling the teacher at home, taking a message during the conversation
    e. out-of-class assignments (listening to recorded messages, asking specific questions.)
    f. cooperative interviews with students in the advanced level class

Research Summary -- Individual Teachers

Assessment

Performance Assessment:

Custom-designed performance tests requiring interactive listening, designed in conjunction with CASAS staff, pre/post

Surveys/Logs

Survey of Listening Habits pre/post

Findings

Performance Assessment

Twenty-three students took the CASAS pre and post interactive listening performance test. We chose this type of performance assessment because it would more closely approximate real-life listening tasks where information comes in short chunks and students are required to do something. This allowed us to test students' listening strategies, including using clarifying questions which is not included on the standard CASAS listening survey achivement test.

The tests were conducted one-to-one outside of the classroom. They consisted of 5 to 7 simple questions or directions. To create situations where questioning would be necessary, key vocabulary and vague directions requiring clarification were embedded into the instruments. The topic of the pretest was assisting the teacher in an office setting. The topic of the posttest was signing up for an end-of-the year potluck.

The average score on the pretest was 3.56 out of a possible 5 points. The average score on the posttest was 4.86. All students improved their performances on the posttest. I think this may be partly due to the fact that the subject of the posttest, a potluck, was more familiar to the students. In fact, my students performed poorly on the pretest. I attribute some of this to the fact there was no warm-up or introduction to the activity. The situation (asking students to assist me in my office) seemed artificial to me. It made me aware of how weak our students' listening skills may be in this kind of situation without context. My students felt more successful after the posttest. It was nice to end on a postive note.

Pre/Post Surveys of Listening Habits

I conducted a pre/post listening habit survey to measure growth in using listening strategies, risk taking, and overall confidence. For the paired surveys, 10 students reported improvement on the question, "When the teacher gives me a listening assignment I feel..." Some of these changes ranged from "tired, because I have to try to hear" on the pre survey to "excited" on the post survey, or "nervous" on the pre-survey to "OK" on the post-survey. Two students improved their rating on the question, "I feel that I understand what I hear in English". Some students reported fewer problems when speaking English outside of class.

Research Summary -- Individual Teachers

Classroom Observations
Some of the largest gains were made in observed classroom behavior. In the classroom we brainstormed and discussed strategies that students could use when they were listening but not understanding a speaker. Many of my students felt it would be impolite to interrupt a speaker, whether they understood the speaker or not. They preferred to wait silently and impassively and then, perhaps, request the speaker to repeat EVERYTHING. We discussed acceptable ways of interrupting the stream of speech. During my 1 - 3 minute "teacher chat," I encouraged students to interrupt me if they didn't understand. I identified each "interruption" as a strategy, giving praise for each type to encourage students to participate. My supervisor, who took over my class while I worked with a new teacher on a mentoring project, commented that my students were very vocal when they didn't understand an assignment or wanted additional information. She said my class was much more willing to take the risk of asking questions than other classes she had substituted in.

My students got wonderful positive feedback when we went into the advaqnced level class (2 levels above mine) to interview students there. The teacher and the students in that class commented on my students' great pronunciation. They wanted to know when we would be back. I think the speech loop Judy Gilbert talks about between listening and pronunciation is demonstrated here.

Research Summary -- Individual Teachers

Reflections on Action Research

This project has been useful to me as a teacher in two ways. First, by giving me time to read research in this area. I've seen data to support what my students and I had identified as a need and an important area of focus. Listening is used far more than any other single language skill in normal daily life. Second, I've stretched myself as a teacher and tried some new strategies that I've read about about in the research, or developed on my own or learned about from my partner. These techniques will continue to be a part of my repertoire as a teacher.

I think there was confusion initially. The role of researcher requires a slight readjustment, although ideally, again as a teacher one should be reflecting on the process and analyzing outcomes on an ongoing basis. The difference is that a teacher usually does this alone. I think having a research partner is an important part of this project.

It is rare to receive support to read and do research in an area of one's own choosing. Most in-service is very directed and less open-ended than this project.

Suggestions for Further Research

Research Summary -- Individual Teachers

Teacher's Name Gail Hodgin

Teacher's Agency East Side Adult Education

Teacher's Program ESL

Level of Teacher's Class Intermediate high

Partner's Name Joyce Clapp

Partner's Agency Hayward Adult School

Level of Partner's Class Beginning low

Topic

Questioning skills

Statement of Problem

Many ESL students, even those in a high intermediate class, have a difficult time asking a question since they often lack the vocabulary, word sequence, and a general knowledge of question forms. Through my years of teaching ESL, I have found that a student rarely forms a correct question unless a questioning drill was just used in class.

I realized that many of my students worked and needed to ask questions of their bosses, co-workers and friends. In order to make them more comfortable in those situations, I decided to concentrate my research on my students' use of questioning skills outside of class as well as in class.

Research Summary -- Individual Teachers

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Timeline

Introduce/discuss research project with students: February 1993
Pretest, CASAS Listening, Level C: February 11, 1993
Intervention and use of Student Logs: February - June 1993
Pre-test, Performance testing: March 1993
Posttest, CASAS Listening, Level C: May 27, 1993
Posttest, Performance testing: June 2, 1993

Intervention

In order to improve the students' questioning skills, and help them re-word questions in order to make them more comprehensible and more accurate, or to feel more confident when asking questions, students participated in questioning drills at least three times a week.

Activities included:

- Information Gap in which students were required to obtain information they didn't have by asking their partner questions
- Interviews in which students interviewed volunteers
- Conversation Cards in which students worked in groups of three asking and answering questions
- Questions about videos in which students viewed videos, wrote comprehension questions about the videos and asked them of other students
- "Five-a-day" in which students wrote and asked questions of each other progressing from more to less controlled questioning activities

Research Summary -- Individual Teachers

Assessment

Standardized Assessment

Pre/Post, CASAS Lifeskills Listening Survey Achievement Tests, Level C

Performance Assessment

Pre/post, custom designed tests developed in conjunction with CASAS research facilitator using tasks which required students to ask questions to obtain "real" information. Pre: students had to locate the teacher by asking the substitute and secretary a series of questions. Once they located the teacher, they had to ask three questions related to their progress in class. Post: Students had to ask questions to find out about their class assignment in the fall.

Surveys/Logs:

Logs in which students documented out-of-class experiences asking questions.

Findings

Standardized Assessment

I tested my students with the CASAS pre/post listening tests in February and again in May. The listening test was valuable in helping me to know the students' abilitity to understand the spoken word in a standardized format. The average pretest CASAS scale score for 23 students who took both the pre and post test was 211. The mean posttest score was 212. 63 percent of the students showed gains on the post test. Their average gain was 5 points, which is one point higher than the mean gain for adult ESL students in California at this level.

Performance Assessment

I also used customized performance pre/post tests designed by CASAS to measure students' ability to ask appropriate questions. Both tests required the students to locate the teacher (me) by asking the substitute and a secretary a series of questions. Once they located me, they had to ask three questions. In the pretest, students had to ask questions related to their progress in class. In the posttest, students asked questions related to their class assignment in the fall. Each student had a form to record the answers.

All of the students were able to find me in the office and get the information needed to complete the form. Unfortunately, very few students attempted to form grammatically correct questions. Many of the students merely tried to restate the items on the form using a rising intonation pattern. For example, instead of asking a question like, "How many hours will I study next year?" some students said, "Number of hours in the class?" which is exactly how the item is written on the form.

Surveys/Logs

Each week the students completed a log describing a time outside of class when they had to ask a stranger a question. Students recorded the date, the location, who they spoke to, and whether or not the person they spoke to had understood the question the first time or if they needed to repeat the question. The students recorded very specific responses in their logs about interactions outside of class. and the results of their interactions. They documented how many times they repeated the question, and what percentage of questions the listener understood.

Classroom Observation
The students seemed to enjoy the questioning drills, and through the use of the logs and drills such as "five-a-day," they became more proficient at monitoring their own errors. For example, the students were the ones who noted how few errors they were making in this drill by the end of the semester.

I have also learned that questioning skills are more involved than I initially expected. It is not a matter of only the grammatical forms, but also the vocabulary, the pronunciation, and the intonation patterns. Many of my students are understood in their daily lives because they make a statement and the listener infers the questions for them. I would like to redo this research and evaluate my students' questioning skills individually, and then develop activities and interventions based on their common mistakes. The students felt they benefited from the large amount of time we spent on questioning skills, and it gave them an area to think about improving outside the classroom.

Research Summary -- Individual Teachers

Reflections on Action Research

During the project time period, I shared with my class information about the OAR project and my meetings with other teacher reseachers. I told my students about new ideas I had learned from my colleagues regarding questioning skills. The students enjoyed this discussion. They responded to the project and to me as though the classroom setting had become more professional or "college-like." The students saw the merit of the questioning skills activities because they understood the reasons the activities were being used.

I realized how difficult it is to develop a research question that is broad enough to generate activities and materials but specific enough so that the topic is not overwhelming. Choosing my own question was a tremendous asset, and I appreciated the opportunity to change it based on my needs and my students' needs.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Junetta Mc Kewan

Teacher's Agency Independence Adult Center (East Side Adult

Teacher's Program ABE

Level of Teacher's Class Multi level

Partner's Name Wanda Pruitt

Partner's Agency Berkeley Adult School

Level of Partner's Class Multi level

Topic

Improving students' writing

Statement of Problem

Adult Basic Education students tend to be apprehensive about writing. My students' concern with producing sentences which were grammatically correct and had no spelling errors interfered with their expression of ideas. By including students in discussions of assignments before and after writing, and keeping a portfolio of all writing projects, I hoped to alleviate some of these concerns. Students would have the opportunity to be involved in the choice of assignments, as well as to discuss results and look at errors in order to better understand how improvement could be made.

Research Summary -- Individual Teachers

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Timeline

CASAS Listening Lifeskills Survey Achievement posttest (used to establish class level): Fall 1992
Pretests, student interviews and surveys: February 1993
OAR intervention: March 1993 - May 30, 1993
Posttests and surveys: June 1993

Intervention

We wanted to find a means to improve the quality of students' writing, decrease their anxiety and increase their interest level. The goal was to create an atmosphere and set of activities where the students desired to express their own ideas and opinions.

The process included:

1. Initial interviews/discussions with each student to identify needs, discuss and set goals, and explain the research plan.
2. Implementation of a student-centered writing component using dialogue journals and essays, portfolios of writing assignments, and individual conferences to discuss completed writing assignments. Students were involved in selecting writing topics, discussing results and looking at their errors. Prior to beginning the project, I explained to the students the system to be used for scoring writing assignments, the rationale for the scoring system and the mechanics of how the process would be implemented in the class. They were given portfolios, a form to be used for recording assignments and grades, and a copy of the scoring rubric.

Research Summary -- Individual Teachers

Assessment

- Performance Assessment
  - Writing Assessment: CASAS Functional Writing Assessment picture prompt with teacher-developed rubric and scale (1 - 6)
  - Portfolios
- Student Surveys
  - Pre-post OAR Writing Survey (habits, feelings, perceptions)
  - Initial Student Interviews
  - Final General Class Discussion

Findings

Data were analyzed in three categories: pre/post student survey data; pre/post writing assessments; and weekly scores on writing assignments.

Performance Assessment: Summary of Writing Assignments Data
The eighteen students ranged from beginning to advanced in their writing skills. They completed writing assignments based on their ability levels. Fewer writing assignments were completed by the beginning level students. From 3 to 13 assignments were included in the portfolios. While students could choose assignments which were to remain in the portfolios, almost all decided to include all their assignments in the portfolio. I used a holistic scoring rubric that went from a low of 1 to a high of 6. The range of assignment scores ranged from 3 to 6, with the most frequent ratings between 4 and 5. Because I took into account individual writing ability when assessing the students, I never expected scores to fall below 3. All students demonstrated progress from the initial to the final writing assessment.

Summary of Pre/Post Writing Assessment Data
We used CASAS Writing Assessment picture prompts for our pre and post writing assessments. We looked at several scoring rubrics and developed one so that our students would be able to understand the scoring system. Comparison of the pre-post writing assessments showed that nine of the eighteen students improved, with six showing no gain. Two students received scores that were one half point lower. I would have liked to have seen higher scores for all the students; however, in my estimation, the scores indicate the methods used in the project were successful.

Surveys/Logs: Summary of pre/post survey data
In my opinion, the results of the surveys are a more important indication of the project's success than the quantitative results. Students were asked at the pre and post project times how they felt about their own writing. Of the eighteen students, ten indicated they felt better about their writing after the completion of the project. All the students but one responded positively to an open-ended question about how they liked the process of discussing their

writing assignments with me. Responses included, “great,” “good,” “useful,” “happy,” “fine, I like it,” “it's important to me,” and “it helps me understand.” In response to how they felt about collecting writing in portfolios, every response was positive.

The most interesting results concerned students' responses to questions asking about their own writing ability. All students indicated that they felt they had improved to some degree since participating in the project. In response to the statement, “I feel that I write...”, students could choose among “very poorly,” “not very well,” “well,” and “very well.” In the beginning of the project, only 1 student reported writing well, 4 rated themselves “very poorly” and 10 said they wrote “not very well”. At the post test, there was significant improvement in their self-perceptions: two-thirds (10) felt they wrote “well,” only 4 said they wrote “not very well,” and only 1 reported writing “very poorly.” Ten students rated themselves one point higher on the scale, 1 student gained 2 points, and only 4 students rated themselves as the same at the beginning and end of the project.

When asked why they felt their writing had improved during the project, comments included, “I have fewer problems,” “It helps me not be afraid to make mistakes,” "I get help from the teacher," "I can write easier," and “It's interesting to learn this way." These comments indicate the students were positively affected by the methods used in the project. They responded in the post survey that the student-teacher discussions and the portfolio method of collecting writing samples had both been helpful in improving their writing.

I plan to continue the methods used and add weekly journal writing to see if writing skills will improve more. Another element that might be introduced woud be peer correcting. It would be interesting to see if students would accept this and benefit from it.

Research Summary -- Individual Teachers

Reflections on Action Research

The project was a good experience for me and my class.
I was able to implement some measures I had been thinking about but putting off.
Collecting writing in portfolios proved to be very effective and helpful to both students and teacher. Students indicated it was helpful to them to compare their writings, to see differences and to see improvement.

I was not always able to spend as much time with each student as I would have liked, but they were very understanding when I had to shorten our time together. The time was well spent and it was a very worthwhile project. I think any time teachers try new methods in their classrooms, they grow.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Wanda Pruitt

Teacher's Agency Berkeley Adult School

Teacher's Program ABE

Level of Teacher's Class Multi level

Partner's Name Junetta McKewan

Partner's Agency Independence Adult Center (EastSide Adult

Level of Partner's Class Multi level

Topic

Improving students' writing

Statement of Problem

Our adult center serves predominantly Afro-Americans who have an adequate command of spoken English, but lack basic skills in areas such as grammar, spelling and sentence structure. The students also have low self-esteem and motivation. Due to their inabilities to successfully transfer their verbal expressions to written compositions, the students demonstrate frustration.

The students in my class usually wrote for approximately 20 to 30 minutes per day, five days a week. The class was structured so that the teacher selected all written activities. This approach created several problems:
1) little or no input from the students
2) no individualized writing style models for students
3) no immediate opportunities to discuss writings with the instructor.

My goal was to use an interactive writing process to create an atmosphere where the students would increase their self-esteem and their motivation for writing. The assumption was that the student-centered approach would increase students' awareness of their own skill levels and writing styles.

Research Summary -- Individual Teachers

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Timeline

CASAS Reading Lifeskills Survey Achievement posttest (used to establish class level): Fall 1992
Pretests, student interviews and surveys: February 1993
OAR intervention: March 1, 1993 - May 15, 1993
Posttests and surveys: May 15-30, 1993

Intervention

The interactive writing process included:

1) Initial explanation of the plan and rationale with all students.
2) Completion of an open-ended needs assessment/survey to identify students' feelings about writing as well as their writing habits
3) Implementation of the use of:
   - writing assignments followed by individual and group discussions
   - journals and essays
   - life skills and spelling units
   - portfolios of writing assignments

Students selected thier own writing assignment topics. Writing assignments, essays and journals were submitted to me on Thursday of each week. I reviewed the writings and discussed the assignments individually with students on Fridays. Both teacher and students gave input for the correction and evaluation of all assigments.

Research Summary -- Individual Teachers

Assessment

Performance Assessment:

CASAS Functional Writing Assessment, picture prompt with teacher-developed rubric and

scale (1-6)

Portfolios

Journals

Student Surveys

Pre/post OAR Writing Survey (habits, feelings, perceptions)

Initial and Final Student Interviews

Final Writing Questions Survey

Findings

Data were analyzed in three categories: pre/post student surveys; pre/post writing assessments; and weekly scores on writing assignments.

Performance Assessment: Summary of Writing Assignments Data

Eight writing assignments were given during the project: half were students' free choice of topic and half were teacher selected topics. I used a holistic scoring guide (1 -6) to evaluate their writing assignments. There was steady progress from the first to the eighth assignment based on the scoring scale. For the first assignment students received an average score of 2.6 with scores ranging from 1.0 to 4.0. Students scored an average of 4.6 on the final assignment with no score below a 4.

Summary of Pre/Post Writing Assessment

We used CASAS Writing Assessment picture prompts for our pre and post writing assessments. We looked at several scoring rubrics and developed one so that our students would be able to understand the scoring system. The average pretest score was 2.4 on a scale from 1-6, with a range of scores from 1 to 4. Nine of the pretest scores (60%) were below 3. The post-test average was 3.9. No students scored below 3. Two students gained 3 points, 5 (1/3) gained 2 points, and almost half (7) gained 1 point from pre to posttesting. I believe my students have developed stronger brainstorming techniques. They have increased in areas such as evaluation, syntax, and verbal skills.

Student Surveys/Logs

In the initial survey of writing ability, only one-third of my students (5) rated themselves as writing "well" or "very well." Of these five students, however, only two verified their self-perceptions by scoring 4 on a scale of 5 on the pretest writing assessment. Of the nine remaining students who said they wrote "not very well" or "poorly," all but one scored 3 or lower on the writing pretest.

The students' answers to the final open-ended questions were extremely helpful in determining the success of the project. In one of the post student surveys, all of my students indicated their writing had improved, and all but one of the 15 students had improved writing scores on the posttest. Half of the comments (4 students) identified discussions and communication with the teacher as a very important reason for their increased confidence in writing. The second most often cited reason for improvement related to the number and free choice of topics (3 students), and one student commented that the opportunity to write more had been most helpful.

In another post writing survey, all 15 students felt that individual discussions with the teacher about their writing assignments had helped them to improve their writing. When asked how they felt about collecting writing in a portfolio, 13 said it was an excellent or good learning experience, and 2 said it was a fair or not a good experience. All 15 felt their writing had improved since the beginning of the project, for the following reasons:
4 experienced success in writing
2 said their grades had improved
3 said their writing skills had improved
2 became more aware of their own writing
4 said it had helped them

General Findings
I'm satisfied with the growth my students have made during this project. I want to continue to involve my students in their writing assignments. The benefits have been numerous in my students' abilities to work independently and at a higher level.

Research Summary -- Individual Teachers

Reflections on Action Research

As I embarked on this project, I was very excited and interested in seeing if a new method of presenting material and techniques to my students would make a difference. This training benefited me as a professional in becoming more of a co-worker with my students.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Margaret Rogers

Teacher's Agency Winterstein Adult School

Teacher's Program GED

Level of Teacher's Class Multi level

Partner's Name John Dennis

Partner's Agency Edward Shands Adult School

Level of Partner's Class Multi level

Topic

GED reading program

Statement of Problem

My partner and I were prompted to form the question under study because of our experience working with GED preparation students in the past. Most students need help with the writing and math portions of the test and come to class specifically to get help in these areas. For those students who also need help with reading comprehension, more intervention is needed and the length of time for completion is longer. Therefore it was important for us to study the area of reading comprehension and see if we could learn about some interventions that would increase the students' comprehension, immerse the students into reading, and convey its importance in their daily lives and work.

Research Summary -- Individual Teachers

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Timeline

Pretest: GED AA Official Practice Test and Reading Profile Survey, Feb. 1, 1993

Intervention: Feb. 3 - June 10, 1993

Posttest: Reading Profile Surveys and evaluations, June 11, 1993

Intervention

All project students were assigned individualized learning plans in GED reading comprehension in one area at a time, beginning with social studies. In addition to the normal instructional program, project students participated in lessons twice weekly in directed instruction using the KET/GED video tapes followed by discussions of general content areas tested in GED tests 2, 3, and 4. Cooperative group practices followed in which students worked together to answer questions which cued responses at appropriate levels of critical thinking as tested on the GED test. KET print lesson support materials were also used.

Results of Reading Profile surveys were discussed and students were assigned reading projects designed to expand and diversify their reading experiences. The importance of improving reading was emphasized by instructors and discussed with students.

Research Summary --
Individual Teachers

Assessment

Standardized Assessment

GED Official Practice Tests - Forms AA - DD
GED Official Practice Test AA, pretest, February 1993
GED Offficial Practice Tests BB-DD, posttests, June 1993
GED Test, posttest, June 1993

Student Surveys

Reading Profile-Pre: February 1993/Post: June 1993

Findings

Standardized Assessment

All students in our research project were tested using the GED Official Practice Test, Form AA before starting classes. This test was used as a pretest. Forms BB - DD, as well as the actual GED test, served as posttests to measure growth in reading. While 64 percent of the students that completed the pre/post testing made gains, the gains were minimal. Two students achieved a three point gain on the GED Official Practice Test. I believe the timeline was too short to demonstrate measurable gains. I learned that I needed to dedicate much more time to each reading subtest, especially since we were working with borderline readers.

Surveys

We used a reading survey before and after the project to determine students' reading habits and measure any changes in reading habits during the project. The pre reading survey verified our assumption that students with poor reading comprehension would be students who did little reading. However, we were unable to demonstrate a noticeable change in reading habits. Due to attrition, which is a common problem in ABE/GED classes, we were unable to collect ending data on many students. We did not find significant changes in those students who remained until the project's end.

Classroom Observations

I observed my students' attitudes about reading in class were more positive. I kept stressing that the most important way to improve reading is by reading and I tried to really offer support to students to do a lot of reading at all times.

An unexpected outcome was that my students showed less improvement than I had hoped for, and actually expected. I think that the reason that happened is because we worked with a timeline that was too short. Reading comprehension is such a complex subject that more time was needed for students to show progress. Although the survey of students' reading habits did not indicate significant changes, I observed that my students' attitudes improved even more than expected. That result was so rewarding as I know it can affect their improvement in reading comprehension.

I would be interested in continuing my research. Just as our project was getting up to speed, it was time to stop. I would like to do a project in which everything is ready and in place before the work with students actually begins. I would like to have read the major research, prepared all the support materials, and had all the technology in place. I would also like to have a longer timeline for students to work on reading comprehension.

The most rewarding part of my communication with my partner was designing our own survey of reading habits and tabulating the results of students in the project. Our reading questionnaire, turned out to be quite thorough and gave us quite a bit of information about our students' reading habits. I learned it is not so easy to create a good instrument to really find out what you want to know. Learning that our students are not really readers and hence, may not really be lifelong learners yet, makes the idea of continuing to do research in reading really interesting to me.

Research Summary -- Individual Teachers

Reflections on Action Research

Initially, I was excited to be a part of the project and continue to be excited. I'm sure I have improved as a teacher just due to the care and time I have spent in preparing for the project. For example, when does a teacher usually take the time to read current research related to lessons being prepared? Going the extra steps for preparation could only have helped improve the quality of the instructional design and the teaching itself.

Participating in OAR was a very meaningful type of inservice training. For one thing, we were working on a project that we chose and that was very interesting to us. So often at least some part of inservice training is not relevant to an individual's needs. Also, working with a partner was a very supportive situation. I think it is easy to work hard and make a strong effort when you know that someone else is depending on your participation and your part.

Suggestions for Further Research

See end of Findings section.

Research Summary -- Individual Teachers

Teacher's Name Martha Savage

Teacher's Agency Metropolitan Adult Education Program

Teacher's Program ESL

Level of Teacher's Class Intermediate high

Partner's Name Kathy Hans

Partner's Agency Hayward Adult Education

Level of Partner's Class Intermediate low

Topic

Listening strategies

Statement of Problem

The concept of listening represented a difficult task in my students' minds and their confidence level in their own ability was low. They seemed to see listening as an "all or nothing" venture. They did not see it as a task which could be broken into attainable steps. Listening was a quietly done activity in which you either understood or you didn't.

Specifically:

- Listening represented a very difficult task for my students and they listed it as their most needed and wanted skill.
- My students saw listening to me (the teacher) as a very different experience from listening outside of the classroom.
- My students, when having engaged in a listening task within the classroom, described the activity as a speaking task and asked for more.
- My students saw the task of successful listening as synonymous with understanding every detail rather than getting the general idea.
- Even after working with my students for several months using what I thought were very real-life contexts, my students were not applying their listening skills outside of the classroom, nor did they see themselves as being able to apply them.

Research Summary -- Individual Teachers

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Timeline

Preliminary research: investigation of the use of audiotapes, tape recorders and listening comprehension, Fall 1992
CASAS Listening Lifeskills Survey Achievement posttest, Fall 1992
Used to establish class level
Customized Performance Pretest and Listening Habits
Questionnaire: March 1993
Intervention: March - June 1993
Customized Performance Posttest and Listening Habits
Questionnaire: June 1993

Intervention

When I have traditionally taught listening comprehension, I have used tape recordings, asking students to listen to the entire message and then answer comprehension questions or participate in discussions. I have not taught listening within a communicative context. The intent was to address the problem in two ways:

- by raising the students' awareness of listening as a skill that can be improved
- by providing an increased number of opportunities for students to practice active listening skills with exercises designed for both bottom up and top down processing, approximating real-life situations.

The process included systematic use of the following skills:

1. Predicting
   a) getting ready to listen b) listing key words c) listing key questions
2. Rehearsing (confidence building/thinking on your feet activities)
   a) speaking in small groups using key words/questions
   b) speaking in front of the class
3. Formulating Questions (focused listening/chunking)
   a) asking for the topic
   b) discerning sequences in information given
   c) asking for repetition of portions of information
4. Clarifying Statements/Questions
   a) re-stating what they knew to check understanding
   b) identifying what they needed to find out
5. Controlling a Conversation (interrupting the stream of speech)
   a) using interjections b) using related questions c) using body movements
6. Reinforcing Skills
   a) asking questions or writing after listening to "teacher chat" (teacher talks about something that has happened in her life that is related to the life skill topic for the day)
   b) listening to speakers and asking questions
   c) writing about their outside of class experiences with listening using student logs

Research Summary -- Individual Teachers

Assessment

Performance Assessment:

Custom-designed performance assessment requiring interactive listening, designed in conjunction with CASAS staff, pre/post

Surveys/Logs:

Survey of Listening Habits (pre/post)
Weekly student logs

Findings

Performance Assessment

CASAS designed customized listening performance pre/post tests that required interactive listening behaviors. They were conducted one-to-one outside of the classroom. The tests consisted of 5 to 7 simple questions or directions. To create situations where questioning would be necessary, key vocabulary and vague directions requiring clarification were embedded into the instruments. The topic of the pre-test was assisting the teacher in an office setting. The topic of the posttest was signing up for an end-of-the year potluck. I really liked our performance tests. They were short, clear and easy to administer.

On a scale of 1 - 5, the mean pretest score was 3.17. The mean posttest score was 4.8. While half of my students scored 3 or below on the pretest, all students scored a 4 or 5 on the post test. As I gave these tests, there were noticeable differences of behavior by the students. During the pretest, the students were very nervous and asked 81 questions (total). A break-down of the questions revealed that students asked 12 repetition questions, 365 clarification questions, and 33 specific questions. The students seemed more at ease in the post test. Students only asked 53 questions. Of these, 11 were repetitions, 22 clarifications, and 20 specific questions. I think the topic of the posttest, a potluck, was more familiar to the students and may have affected the number of questions asked and the students' ability to perform.

In future research, I would like to see a tighter pre/post testing situation. Taking a pre and post language sample from each participating student could better reflect actual changes in behavior.

Pre/Post Surveys of Listening Habits

I did not ask students to write their names on the surveys, so there is no one-to-one relationship between pre and post surveys. On the pre-survey, approximately two-thirds of the class described themselves as understanding either "not very well" or "very poorly". The problems they indicated involved not having enough vocabulary, not being able to explain what they needed, being too nervous, people talking too fast, and pronunciation. The students offered suggestions for what might improve their listening skills, ideas such as "practicing conversation, talking in groups, making students stand up and talk, watching TV, and calling the teacher.

On the post-survey, while 3/5 of the class still described themselves as listening "not very well," none of the students described themselves as listening "very poorly". Students wrote a great deal about how they liked working on listening. As they described what had helped them, they often used vocabulary we had learned in class and gave reasons. For example, students said "teacher chat" gave them lots of practice, or phone calls required them to "stand and talk alone" and "think on their feet".

Student Logs

Each week I asked my students to record situations in which they were required to listen and speak English outside of class. I hoped the logs would make my students see their role was a key factor in the OAR project, and their comments were important enough to record. My students seemed to respond to the logs well. They took the job very seriously, and I began seeing that the weekly log requirement increased their attempts to interact outside the classroom. The students initally spoke to friends or family members primarily. As the study continued, I began to see new subjects such as managers, bus drivers, counselors, and doctors. One of my female students announced that the day before she had taken her son for a doctor's appointment without a friend to translate. She felt she had performed well. I also began to see students talking to each other during the breaktime, and using these conversations as examples in the logs.

Class Observations

As the project proceeded, I saw my students' confidence levels rising. Students began to encourage other students to speak in front of the class. They spontaneously gave compliments such as, "Your pronunciation is good." or "I understand you." I also realized that I was requiring more writing from my students. Since the focus was on communication, writing was a natural form to include. They did some writing everyday in their journals, and wrote paragraphs and letters to guest speakers. During the "teacher chat," I talked about examples from my life related to the class topic. These "chats" together with journal responses contributed to a deepening of the relationship between my students and me.

Research Summary -- Individual Teachers

Reflections on Action Research

I love research. What I mean by this is that I like the thinking process. I do not consider myself a statistician. I enjoy reading and thinking about what I do. It was difficult for me to understand what they were asking me to do initially. What I have discovered is that OAR represents everything I like about learning without any of what I don't like. It feels to me that I am learning. It feels as though I am on the front lines. I think I feel this way because I am analyzing and re-thinking.

This has been a growing edge for me. I have learned more this year about adult ESL than any other year. I have applied what I have been experiencing in this project to my classroom and in my workshops as well. I am better able to articulate the language functions and the inter and intra dependence. I love it!

My students seemed to thrive on the concept that they were involved in a project. They took it very seriously and put a lot of effort into their journals, talks and the testing. This was very energizing to me. I responded to their enthusiasm.

I felt very glad to be a part of this study. I appreciated my partner's good advice, clear thinking and research.

Suggestions for Further Research

See the Findings section.

Research Summary -- Individual Teachers

Teacher's Name Janet Sullivan

Teacher's Agency Mt. Diablo Adult Education

Teacher's Program ESL

Level of Teacher's Class Intermediate

Partner's Name John Caliguiri

Partner's Agency Merced Adult School

Level of Partner's Class Intermediate

Topic

Integration of reading and writing

Statement of Problem

Students were resistant to writing because of spelling, grammatical, and structural restraints (mechanics, etc). The goal of this research effort was to increase students' comfort level and skill level in writing.

Research Summary -- Individual Teachers

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Timeline

Pre-test: Week of January 11, 1993
Writing and reading intervention: January through May, 1993
Posttest: June 1993

Intervention

Much of the recent research on ESL writing introduces the variable of student choice in writing themes and topics as an important factor in promoting success. As teachers, we investigated the effects of encouraging student choice of writing topics while integrating reading and writing instruction.

The process included:

1. Students read selected reading passages, discussed new vocabulary, then retold the story orally to a partner.
2. Students completed two writing tasks, one asked them to retell the story in their own words; the second asked students to apply what they read to their own lives.

As partners we shared themes and topics.

A typical lesson plan for the reading and writing tasks was to have students:

1. look at a picture and guess what the story would be about
2. read the story silently and underline all new vocabulary
3. write new vocabulary on the board and together find meanings
4. listen to the teacher read the story aloud and orally answer comprehension questions
5. retell the story to a partner orally
6. write based on a related prompt or retell the story

Research Summary -- Individual Teachers

Assessment

Standardized testing:

CASAS Lifeskills Survey Achievement Reading Tests, 30 series, pre (January) and post (June)

Performance Assessment:

CASAS Functional Writing Assessment, Picture Task, pre (January) and post (June), and selected writing samples

Student Surveys:

Reading and Writing Survey (interests and habits), pre and post

Findings

Standardized Assessment

There were 13 paired pre/post CASAS lifeskills reading assessments. The average pretest reading score was 218, with scores ranging from 210 to 224. The post test showed no measurable gain in reading.

Performance Assessment

There were seven matched pre and posttest writing scores. All but one student gained at least one point on a scale of 0 - 6. The mean pretest writing score was 2.8. The mean posttest writing score was 4, indicating an overall mean gain of more than one level. No student scored lower than 3 on the posttest writing sample.

Classroom Observations

Although CASAS reading assessment scores for the class as a whole did not improve between pre and post testing, I saw tremendous improvement in students' comprehension and fluency. As evidenced from the students' work samples, I honestly believe reading comprehension increased proportionately with writing fluency. I also believe that students' anxiety level has been significantly lowered since the onset of this project. The confidence they projected in their writing was also reflected in their conversation and in the warm, open feelings they had for me. I observed that this class was more dedicated to completing tasks in a timely manner than previous intermediate level classes I have had.

For some reason, the students did not think they had significantly improved, in spite of their writing test score gains. Even after my protestations, for the most part, they could not see their improvements.

In future research, students should be tracked for a longer period of time. Due to the open entry/open exit nature of the program, very few students were able to take both the pre and posttests. I fear we may never have truly valid statistics as long as our programs are open entry/open exit. Also, ideally teachers should be given additional preparation time so that more time could be spent on daily or bi-weekly documentation of research.

Research Summary -- Individual Teachers

Research Summary -- Individual Teachers

Reflections on Action Research

I've benefited tremendously both in being aware of my teaching techniques and of course my improved computer literacy.

I was actually scared to death since I had very limited computer experience and I was rather intimidated by the term researcher.
Now I believe I have a better handle on the whole process and certainly had our question reaffirmed by the entire CATESOL Conference in March, 1993. I think I've grown as a teacher in that I've become more understanding of students' struggles and offered more encouragement to them.

The entire concept of having a database that other teachers can access is exciting in itself. I believe that more networking and sharing of our ideas will make us all better teachers.

I would definitely like to continue on this project should funds become available. In many ways I feel I have only just begun.

Suggestions for Further Research

See last paragraph of Findings section

Research Summary -- Individual Teachers

Teacher's Name Barbara Woodmansee

Teacher's Agency Metropolitan Adult Education Program

Teacher's Program ESL

Level of Teacher's Class Intermediate high

Partner's Name Susan Gaer

Partner's Agency Visalia Adult School

Level of Partner's Class Intermediate low

Topic

Interactive journal writing

Statement of Problem

My students needed and wanted to improve their writing skills and yet during writing activities, they often wrote very little and expressed anxiety about writing. They often seemed so concerned about using correct grammar and so full of anxiety about writing that they had difficulty expressing their feelings and thoughts in writing and therefore did not like to write.

Research Summary -- Individual Teachers

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Timeline

Pretests and student surveys: January 1993
Intervention: January 25-May 18
Posttests and student surveys: May 18-27 1993

Intervention

Our assumption was that interactive journal writing could be a means to improve the quality of students' writing, decrease anxiety about writing, and increase their interest level so that students would become more focused on communicating feelings and ideas rather than on putting together grammatically correct sentences.

The process included:

1. Interactive journal writing twice a week. The purpose of this writing was to have a continuing private conversation with me. Their writing was not corrected. I asked them to write a minimum of three sentences to me about anything they wanted, and I would respond. I generally tried to respond by indicating understanding and interest, by commenting or asking questions for clarification, by telling something about myself that related to the student's writing, and/or by asking questions to elicit more information.

2. Pen pal journaling with partner's (Susan Gaer) students about twice a month. My partner and I set up penpals, pairing people of different nationalities.

3. Adjunct lesson once a week (not on same day as journal writing). Examples included: reading a story and filling in a mindmap, sequencing topics, small group discussions, pair activities.

Research Summary -- Individual Teachers

Assessment

Standardized Assessment

CASAS Lifeskills Reading Survey Achievement tests, 30 series, pre/post

Performance Assessment

CASAS Functional Writing Assessment, pre/post
Journals

Student Surveys

Pre Writing Survey (habits, feelings, perceptions)

Findings

Performance Assessment

Three sections of the CASAS functional writing assessment were administered at the beginning and end of the project. The number of matched pre and post tests was 18 for the Picture task, 16 for the Letter, and 17 for the Form. Pretests were double-scored by my partner and me, and our scores were averaged. Posttests were scored by CASAS staff. Student gains were as follows: more than one-third of the students progressed one level on the picture and letter task, while almost two-thirds progressed one level or more on the form. In fact, 29 percent (5) of the 17 students progressed two levels on the form. In future research, additional types of writing assessment could also be used, such as sentence completions, answering personal questions, or changing model paragraphs, to give a more comprehensive picture of the students' overall writing ability.

Student Surveys (pre/post)

I surveyed my class both pre and post about their writing perceptions and attitudes. The surveys reinforced to me that writing was a very difficult skill for my students. While the majority of the class identified themselves as still not writing very well at the end of the project, they seemed to have much more awareness of why writing was important in their lives. They also appeared to have more confidence in how to get help with their writing. In the pre writing survey, when I asked the question, "When I have trouble writing something I.... only 30 percent of the students wrote "ask teacher" as an open-ended response. Others wrote responses such as "feel sad, bad, headache." For the same question in the post-survey, student responses were much more focused. More than half the class indicated they would ask the teacher. Other responses were "look in the dictionary," "ask a friend," and "do it again". My students appeared to have an increased understanding that writing is a skill that can be attained.

I feel the survey may have been too open-ended. Next time I plan to combine open-ended questions with more structured responses. I would also like to add, "Do people who read your writing understand the thoughts, feelings, and ideas you are trying to express?" A few students expressed in their journals how surprised and pleased they were that I was able to understand their ideas. I think this experience has helped to give them more confidence in their writing. I'd like to explore this more carefully. I also wonder if an attitude questionnaire given in the native language might more adequately reflect their attitudes towards writing.

Journals
Doing interactive journals with my class has been a wonderful experience. In the relatively short time, I learned so much about my students, things that I would never otherwise have learned, and they learned things about me that I probably would not have otherwise revealed. I told one student I was worried about my mother who is very ill. The student wrote back, "I'm sorry to hear about your mother. You have a life like me." Students seemed to use my writing as a model to correct their own entries. Some actually went back and made corrections on past entries based on what I wrote. Some students expressed an appreciation for the journal writing. Their journal entries indicate an awareness that they are learning more English as they struggle to express themselves in writing. In future research, I would include ongoing survey questions in students' journals to document their feelings about journal writing over time.

I'd like to continue classroom research on journal writing for a much longer period of time to see more global changes. The only problem is that writing 26 letters twice a week can be very time consuming. Perhaps teacher response could be limited to once a week, with students writing more often than that. Other types of journaling could also be used, such as a group journal in which individual students write comments and others respond in one class journal, as suggested in an article by La Vergne Rosow (see the Bibliography).

Pen Pal Journaling
Having our students write to each other was not as easy as we expected. It was difficult to organize since students do not come regularly and we have open enrollment. Many students ended up writing to and hearing from different students each time. However, in a post-survey of students regarding pen-pals, 88 percent said they wanted to continue writing to their pen pals, giving reasons such as "I need to write better," "to progress in English," "to improve my writing skills," " It helps me remember more vocabulary."

Classroom Observations
I observed behaviors that led me to believe students had already started feeling more comfortable with writing. Initially the noise level in the classroom would be up, and they questioned me and each other. They would also be reluctant to hand in their papers. Toward the end of the project, I noticed that when I assigned writing tasks, students quickly and quietly got into their writing. Most students seemed engrossed in writing almost immediately. In addition, most students were no longer reluctant to hand in writing papers.

The span of time for this project was much too limited. Four months was just barely enough time to get acquainted with the process. My perception is that there were many positive results, but more time is needed for emerging skills and increased confidence to develop and gel. Changes are subtle and occur gradually. When writing skills improve and comfort with writing increases, often students are initially unaware of it. It takes time (more than four months) for these changes to reach awareness.

Research Summary -- Individual Teachers

Reflections on Action Research

Being involved as an action researcher was a great opportunity to look closely at a particular aspect of teaching, study it, observe it, and interpret it systematically as well as share it. It was particularly beneficial working with a partner with whom I could consult. Working with my partner and a small group of other teachers doing similar action research gave me the support and encouragement I needed. Collaboration gave me the opportunity to talk about and clarify my concerns and enabled me to broaden my perspective.

As a result of my participation as an action researcher, I have become acutely aware of the value of recording classroom observations and impressions over time as a means of improving classroom practice.

Suggestions for Further Research

See the Findings section

Intervention

Teacher's Name John Caliguiri

Partner's Name Janet Sullivan

Program ESL
Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Intervention

Much of the recent research on ESL writing introduces the variable of student choice in writing themes and topics as an important factor in promoting success. As teachers, we investigated the effects of encouraging student choice of writing topics while integrating reading and writing instruction.

The process included:
1. Students read selected reading passages, discussed new vocabulary, then retold the story orally to a partner.
2. Students completed two writing tasks, one asked them to retell the story in their own words; the second asked students to apply what they read to their own lives.

As partners we shared themes and topics.

A typical lesson plan for the reading and writing tasks was to have students:
1. look at a picture and guess what the story would be about
2. read the story silently and underline all new vocabulary
3. write new vocabulary on the board and together find meanings
4. listen to the teacher read the story aloud and orally answer comprehension questions
5. retell the story to a partner orally
6. write based on a related prompt or retell the story

Intervention

Teacher's Name Joyce Clapp

Partner's Name Gail Hodgin

Program ESL
Level Beginning low

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Intervention

1) Teach question forms
2) Use roleplays
3) Provide opportunities in class for students to participate in the operation of the class
4) Use out-of-class assignments for students to practice asking questions

Intervention

Teacher's Name John Dennis

Partner's Name Margaret Rogers

Program GED
Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Intervention

Of the 12 students enrolled in this two hour per day, two day per week GED preparation class, only 3 had enrolled voluntarily. The remaining students were on a high school diploma track, and were placed in this class because their desired academic classes had been closed.

All project students were assigned individualized learning plans in GED reading comprehension in one area at a time, beginning with social studies. Project students participated in lessons twice weekly using the KET/GED video tapes. Students were asked to use pre and post viewing worksheets, take notes, and participate in discussions. This activity was followed by discussions of general content areas tested in GED tests 2, 3, and 4. Cooperative group discussions followed in which students worked together to answer questions which cued responses at appropriate levels of critical thinking as tested on the GED test. KET print lesson support materials were also used. Student tardiness and irregularity of attendance often made it difficult to use the video segments as planned.

Results of Reading Profile surveys were discussed and students were assigned reading projects designed to expand and diversify their reading experiences. The importance of improving reading was emphasized by instructors and discussed with students.

Intervention

Teacher's Name Susan Gaer

Partner's Name Barbara Woodmansee

Program ESL
Level Intermediate low

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Intervention

Journal Writing
The plan was to have students do journal writing twice a week during the first 15 minutes of class. I started out by asking them to write about themselves. I would then respond. My responses were questions about what they had written or model writings about myself. I began by saying that the students should write a minimum of three sentences and had to try and write for 10 minutes.

Pen Pals:
My partner and I had gone over our class lists and pre assigned penpals. Ideally we would have liked to have had electronic penpals, but my partner had no access to a computer and modem in her classroom. Instead, we used regular mail. During the penpal project, students were also introduced to computers. Computer literacy was taught at the same time as students were learning writing skills.

Intervention

Teacher's Name Kathy L. Hans

Partner's Name Martha Savage

Program ESL
Level Intermediate low

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Intervention

The intent was to address the problem in two ways:

- by raising the students' awareness of listening as a skill that can be improved
- by providing an increased number of opportunities for students to practice active listening skills with exercises designed for both bottom up and top down processing, approximating real-life situations.

The process included brainstorming and discussing strategies for improving listening skills and participating in the following activities:

1. Predicting: a) getting ready to listen b) listing key words and key questions
2. Rehearsing (confidence building/thinking on your feet activities)
   a) speaking in small groups using key words/questions
   b) speaking in front of the class
3. Formulating Questions (focused listening/chunking)
   a) asking for the topic b) discerning sequences in information given
   c.) asking for repetition of portions of information
4. Clarifying Statements/Questions
   a. re-stating what they knew to check understanding
   b. identifying what they needed to find out
5. Controlling a Conversation (interrupting the stream of speech)
   a) repeating specific words b) asking related questions c) using body language
6. Participating in Reinforcement Activities
   a. asking questions or answering comprehension questions after listening to "teacher chat" (teacher talks about some event in her life related to the life skill topic for the day)
   b. jigsaw listening adaptation requiring students to listen to part of a taped story, negotiate meaning and formulate questions
   c. roundtable dictation (drawing progressive pictures and problem solving)
   d. calling the teacher at home, taking a message during the conversation
   e. out-of-class assignments (listening to recorded messages, asking specific questions.)
   f. cooperative interviews with students in the advanced level class

Intervention

Teacher's Name Gail Hodgin

Partner's Name Joyce Clapp

Program ESL
Level Intermediate high

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Intervention

In order to improve the students' questioning skills, and help them re-word questions in order to make them more comprehensible and more accurate, or to feel more confident when asking questions, students participated in questioning drills at least three times a week.
Activities included:

- Information Gap in which students were required to obtain information they didn't have by asking their partner questions
- Interviews in which students interviewed volunteers
- Conversation Cards in which students worked in groups of three asking and answering questions
- Questions about videos in which students viewed videos, wrote comprehension questions about the videos and asked them of other students
- "Five-a-day" in which students wrote and asked questions of each other progressing from more to less controlled questioning activities

Intervention

Teacher's Name Junetta Mc Kewan

Partner's Name Wanda Pruitt

Program ABE
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Intervention

We wanted to find a means to improve the quality of students' writing, decrease their anxiety and increase their interest level. The goal was to create an atmosphere and set of activities where the students desired to express their own ideas and opinions.
The process included:

1. Initial interviews/discussions with each student to identify needs, discuss and set goals, and explain the research plan.
2. Implementation of a student-centered writing component using dialogue journals and essays, portfolios of writing assignments, and individual conferences to discuss completed writing assignments. Students were involved in selecting writing topics, discussing results and looking at their errors. Prior to beginning the project, I explained to the students the system to be used for scoring writing assignments, the rationale for the scoring system and the mechanics of how the process would be implemented in the class. They were given portfolios, a form to be used for recording assignments and grades, and a copy of the scoring rubric.

Intervention

Teacher's Name Wanda Pruitt

Partner's Name Junetta McKewan

Program ABE
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Intervention

The interactive writing process included:
1) Initial explanation of the plan and rationale with all students.
2) Completion of an open-ended needs assessment/survey to identify students' feelings about writing as well as their writing habits
3) Implementation of the use of:
  - writing assignments followed by individual and group discussions
  - journals and essays
  - life skills and spelling units
  - portfolios of writing assignments

Students selected thier own writing assignment topics. Writing assignments, essays and journals were submitted to me on Thursday of each week. I reviewed the writings and discussed the assignments individually with students on Fridays. Both teacher and students gave input for the correction and evaluation of all assigments.

Intervention

Teacher's Name Margaret Rogers

Partner's Name John Dennis

Program GED
Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Intervention

All project students were assigned individualized learning plans in GED reading comprehension in one area at a time, beginning with social studies. In addition to the normal instructional program, project students participated in lessons twice weekly in directed instruction using the KET/GED video tapes followed by discussions of general content areas tested in GED tests 2, 3, and 4. Cooperative group practices followed in which students worked together to answer questions which cued responses at appropriate levels of critical thinking as tested on the GED test. KET print lesson support materials were also used.

Results of Reading Profile surveys were discussed and students were assigned reading projects designed to expand and diversify their reading experiences. The importance of improving reading was emphasized by instructors and discussed with students.

Intervention

Teacher's Name Martha Savage

Partner's Name Kathy Hans

Program ESL
Level Intermediate high

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Intervention

When I have traditionally taught listening comprehension, I have used tape recordings, asking students to listen to the entire message and then answer comprehension questions or participate in discussions. I have not taught listening within a communicative context. The intent was to address the problem in two ways:

- by raising the students' awareness of listening as a skill that can be improved
- by providing an increased number of opportunities for students to practice active listening skills with exercises designed for both bottom up and top down processing, approximating real-life situations.

The process included systematic use of the following skills:

1. Predicting
   a) getting ready to listen b) listing key words c) listing key questions
2. Rehearsing (confidence building/thinking on your feet activities)
   a) speaking in small groups using key words/questions
   b) speaking in front of the class
3. Formulating Questions (focused listening/chunking)
   a) asking for the topic
   b) discerning sequences in information given
   c) asking for repetition of portions of information
4. Clarifying Statements/Questions
   a) re-stating what they knew to check understanding
   b) identifying what they needed to find out
5. Controlling a Conversation (interrupting the stream of speech)
   a) using interjections b) using related questions c) using body movements
6. Reinforcing Skills
   a) asking questions or writing after listening to "teacher chat" (teacher talks about something that has happened in her life that is related to the life skill topic for the day)
   b) listening to speakers and asking questions
   c) writing about their outside of class experiences with listening using student logs

Intervention

Teacher's Name Janet Sullivan

Partner's Name John Caliguiri

Program ESL
Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Intervention

Much of the recent research on ESL writing introduces the variable of student choice in writing themes and topics as an important factor in promoting success. As teachers, we investigated the effects of encouraging student choice of writing topics while integrating reading and writing instruction.

The process included:

1. Students read selected reading passages, discussed new vocabulary, then retold the story orally to a partner.
2. Students completed two writing tasks, one asked them to retell the story in their own words; the second asked students to apply what they read to their own lives.

As partners we shared themes and topics.

A typical lesson plan for the reading and writing tasks was to have students:

1. look at a picture and guess what the story would be about
2. read the story silently and underline all new vocabulary
3. write new vocabulary on the board and together find meanings
4. listen to the teacher read the story aloud and orally answer comprehension questions
5. retell the story to a partner orally
6. write based on a related prompt or retell the story

Intervention

Teacher's Name Barbara Woodmansee

Partner's Name Susan Gaer

Program ESL
Level Intermediate high

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Intervention

Our assumption was that interactive journal writing could be a means to improve the quality of students' writing, decrease anxiety about writing, and increase their interest level so that students would become more focused on communicating feelings and ideas rather than on putting together grammatically correct sentences.

The process included:

1. Interactive journal writing twice a week. The purpose of this writing was to have a continuing private conversation with me. Their writing was not corrected. I asked them to write a minimum of three sentences to me about anything they wanted, and I would respond. I generally tried to respond by indicating understanding and interest, by commenting or asking questions for clarification, by telling something about myself that related to the student's writing, and/or by asking questions to elicit more information.

2. Pen pal journaling with partner's (Susan Gaer) students about twice a month. My partner and I set up penpals, pairing people of different nationalities.

3. Adjunct lesson once a week (not on same day as journal writing). Examples included: reading a story and filling in a mindmap, sequencing topics, small group discussions, pair activities.

Assessment

Teacher's Name John Caliguiri

Partner's Name Janet Sullivan

Program ESL
Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Assessment

Standardized testing:
CASAS Lifeskills Survey Achievement Reading Test, Level B, March 1993

Performance Assessment:
CASAS Functional Writing Assessment, Picture Task, pre (January), post (May)

Assessment

Teacher's Name Joyce Clapp

Partner's Name Gail Hodgin

Program ESL
Level Beginning low

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Assessment

Standardized Assessment

Pre/Post, CASAS Lifeskills Listening Tests Survey Achievement, Level A

Performance Assessment

Ongoing use of custom-designed interactive performance tasks, e.g. obtaining items and/or information from school clerical staff.

Assessment

Teacher's Name John Dennis

Partner's Name Margaret Rogers

Program GED
Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Assessment

Standardized Assessment
- GED Official Practice Tests - Forms AA - DD
- GED Official Practice Test AA, pretest, February 1993
- GED Offficial Practice Tests BB-DD, posttests, June 1993
- GED Test, June 1993

Student Surveys
- Reading Profile Pre: February 1993/Post: June 1993

Assessment

Teacher's Name Susan Gaer

Partner's Name Barbara Woodmansee

Program ESL
Level Intermediate low

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Assessment

Standardized Assessment
CASAS Lifeskills Reading Survey Achievement tests, 30 series, pre/post

Performance Assessment
CASAS Functional Writing Assessment, pre/post
Journals

Student Surveys
Pre Writing Survey (habits, feelings, perceptions)

Assessment

Teacher's Name Kathy L. Hans

Partner's Name Martha Savage

Program ESL
Level Intermediate low

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Assessment

Performance Assessment:
Custom-designed performance tests requiring interactive listening, designed in
conjunction with CASAS staff, pre/post

Surveys/Logs
Survey of Listening Habits pre/post

Assessment

Teacher's Name Gail Hodgin

Partner's Name Joyce Clapp

Program ESL
Level Intermediate high

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Assessment

Standardized Assessment

Pre/Post, CASAS Lifeskills Listening Survey Achievement Tests, Levei C

Performance Assessment

Pre/post, custom designed tests developed in conjunction with CASAS research facilitator using tasks which required students to ask questions to obtain "real" information. Pre: students had to locate the teacher by asking the substitute and secretary a series of questions. Once they located the teacher, they had to ask three questions related to their progress in class. Post: Students had to ask questions to find out about their class assignment in the fall.

Surveys/Logs:

Logs in which students documented out-of-class experiences asking questions.

Assessment

Teacher's Name Junetta Mc Kewan

Partner's Name Wanda Pruitt

Program ABE
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Assessment

Performance Assessment
    Writing Assessment: CASAS Functional Writing
Assessment picture prompt
    with teacher-developed rubric and scale (1 - 6)
    Portfolios
Student Surveys
    Pre-post OAR Writing Survey (habits, feelings,
perceptions)
    Initial Student Interviews
    Final General Class Discussion

Assessment

Teacher's Name Wanda Pruitt

Partner's Name Junetta McKewan

Program ABE
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Assessment

Performance Assessment:
  CASAS Functional Writing Assessment, picture prompt with teacher-developed rubric and
  scale (1-6)
  Portfolios
  Journals

Student Surveys
  Pre/post OAR Writing Survey (habits, feelings, perceptions)
  Initial and Final Student Interviews
  Final Writing Questions Survey

Assessment

Teacher's Name Margaret Rogers

Partner's Name John Dennis

Program GED
Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Assessment

Standardized Assessment
- GED Official Practice Tests - Forms AA - DD
- GED Official Practice Test AA, pretest, February 1993
- GED Offficial Practice Tests BB-DD, posttests, June 1993
- GED Test, posttest, June 1993

Student Surveys
- Reading Profile-Pre: February 1993/Post: June 1993

Assessment

Teacher's Name Martha Savage

Partner's Name Kathy Hans

Program ESL
Level Intermediate high

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Assessment

Performance Assessment:
- Custom-designed performance assessment requiring interactive listening, designed in conjunction with CASAS staff, pre/post

Surveys/Logs:
- Survey of Listening Habits (pre/post)
- Weekly student logs

Assessment

Teacher's Name Janet Sullivan

Partner's Name John Caliguiri

Program ESL
Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Assessment

Standardized testing:
CASAS Lifeskills Survey Achievement Reading Tests, 30 series, pre (January) and post (June)

Performance Assessment:
CASAS Functional Writing Assessment, Picture Task, pre (January) and post
(June), and selected writing samples

Student Surveys:
Reading and Writing Survey (interests and habits), pre and post

Assessment

Teacher's Name Barbara Woodmansee

Partner's Name Susan Gaer

Program ESL
Level Intermediate high

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Assessment

Standardized Assessment
CASAS Lifeskills Reading Survey Achievement tests, 30 series, pre/post

Performance Assessment
CASAS Functional Writing Assessment, pre/post
Journals

Student Surveys
Pre Writing Survey (habits, feelings, perceptions)

Findings

Teacher's Name John Caliguir

Program ○ ABE ● ESL ○ GED
Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Findings

Performance Assessment
CASAS Functional Writing Assessment pre/posttest scores were available for 13 students. The average pretest score was 2.3, with a range from 1 to 3 on a scale from 0-6. More than half the class (7 students) scored below 3, 6 scored 3, and none scored 4 on the pretest. On the posttest, only 1 student scored below 3, 7 scored 3, and 5 scored 4. The average posttest score was 3.2 which shows that the class as a whole had progressed one level.

Standardized Assessment
The mean scale score on the CASAS reading test for these students, which was given at the approximate midpoint of the project, was 198, with scores ranging from 192 to 209. These reading scores seem to indicate that students were writing at least as well as or better than they were reading. This is unusual for ESL students at this level.

Classroom Observations
An unexpected outcome of this research related to movement of students through the program. Before this project, at every CASAS testing interval I would have an average of 3 or 4 students leave my class to advance to the next level. Many times 1 or 2 of these students would subsequently return to my class because they were unable to complete tasks in ABE classes. When I tested in late May, 7 students advanced to the next level, and none have returned.

I think I had more students advance and stay in ABE than before because there is a connection between reading comprehension and writing fluency. As a result of the research activities, students completed tasks with greater confidence and had an increased feeling of competence with regard to their use of English.

I would like to continue this project by extending into problem sovling - using writing as a means to process solutions to problems reached in cooperative groups. I would be interested in finding out if vocabulary, problem solving schemas, and metacognition taught as a means for solving problems in discussion groups are subsequently used in student writing assignments. In turns, would students be able to comprehend reading about problems more deeply as a result of being able to use both those tools in their writing? Would students develop a more critical attitude toward the content of their own writing and the writing of other students?

Findings

Teacher's Name Joyce Clapp

Program ○ ABE ● ESL ○ GED
Level Beginning low

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Findings

Standardized Assessment
I gave my students the CASAS pre/post lifeskills listening tests. Fifteen students took both the pre and post listening tests. The mean gain for the class was negligible. However, more than 50 percent of the class scored an average mean gain of 5 points which is the statewide average in California.

Performance Assessment
During the project period, I was teaching students who had the lowest level of proficiency in English in our school. I focused on questioning strategies, and then designed a series of interactive performance tasks to test my students' abilities to request information or specific items. Some of the performance tasks included getting chalk from another teacher, requesting a book from the office, and picking up an attendance slip that was missing information. I tried to make the errands legitimate requests, not contrived activities. I met with the ESL teachers and office staff after each activity to review how the student had done and to make notes for further classroom assistance.

Normally students at this level of English proficiency are not sent on errands. If they are sent, they always have a note explaining what the teacher needs. This was a new experience for my students. I worried whether they would be willing to participate, and whether they would be able to complete the tasks.

I worried about the wrong thing. The students were very anxious to go out of class to do a task. They begged to be selected. The students showed increased confidence every time they returned from a task. A problem emerged with the teaching and office staff. ESL professionals and support staff that work with ESL students are very helpful. They tended to anticipate the students' needs and seldom required them to explain the task. The very nature of the people we included worked as a detriment to giving students an opportunity to practice the language. If we continue this type of project, I want to expand the task situtations to other departments where interactions would more closely resemble those in the real world.

Class Observations
My colleagues who participated in the ongoing performance assessment and I realize that even students at this level of English proficiency are much more capable than we believed in situations that approximate real life. I saw such growth in confidence with these students. They did not hesitate to communicate with me or other staff members outside of

class. In my experience, this is unusual for students at this level. All but four students from this six-week class advanced to the next level of instruction.

By working closely with students at this level of instruction, I have become very aware of student retention patterns related to when students start the program and their probability of continuing. A higher percentage of students that enrolled at the beginning of the 6-week session continued in the program than students who joined the class at a later time. I believe that students at this level may have a more difficult time "joining in and feeling successful". They feel like they can't catch up, and so they drop out. I am considering only starting this level when there are enough students for an entire class. I plan to keep a waiting list, and start the next class as soon as there are sufficient students.

The classroom research was interesting. I would like to track these particular students to see how quickly they move through the program. I wish I had kept track of a control group that received the classroom instruction, but did not participate in the outside classroom tasks. I could possibly track these students in the fall quarter. I would also plan more activities for students with more out-of-class interaction.

Findings

Teacher's Name John Dennis

Program ○ ABE ○ ESL ● GED
Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Findings

Of the 12 students enrolled, 2 were determined to take and complete the GED exam successfully and did, 1 recognized the importance of improving his reading and the value of regular class attendance, and the other 9 did not see the practicality or value of participating in this GED Reading Project as a complement to pursuing their high school diploma. The two students who were serious about taking the GED exam and saw it as a vehicle for accelerating their completion of their high school diploma not only took the class very seriously but they also took the initiative to schedule the GED tests for themselves and followed through to succesful completion. They were also successful in completing requirements for other courses taken in the Independent Studies program. This success suggests that there is aa correlation between students' initiative and attainment of immediate goals.

Two of the 9 students who were reluctant to participate showed improved reading performance despite severe absenteeism. I suspect that their improved scores stem from their having taken the tests in a stress-free environment. The remaining 7 either continued to attend but did not show progress in reading, or dropped out for various reasons, including the pressure of working a graveyard shift, harassment from a spouse, a change in class schedule, discomfort in an interactive learning environment, a total lack of direction, and the promptings of peer pressure.

As a teacher conducting this research, I would have felt more on target had I not had to militate against so many extenuating circumstances. Had students volunteered for this project rather than being coaxed into participating, I am sure the results and experience would have been enhanced. I feel good about those students who have accepted responsibility for their own performance in the program. I'd like to find incentives for coaxing the other students into taking full responsibility for their performance. I need to loosen up a bit, and recognize some of the students' real personal hardships. I need to find a means of helping them sort through the madhatter pressures of everyday life. I'd like to try to address their individual as well as collective needs. Personal problems, such as childcare, work schedules, court cases, and conflicting class schedules affect students' attendance.

Findings

Teacher's Name Susan Gaer

Program ○ ABE ● ESL ○ GED
Level Intermediate low

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Findings

Performance Assessment
While my students did not show measurable gains on the CASAS pre/post reading assessment, they demonstrated credible gains on the CASAS functional writing assessment. Two sections of the CASAS functional writing assessment were administered at the beginning and end of the project. There were 11 matched pre and post tests for the Picture task, and 10 for the Letter. Pretests were double-scored by my partner and me, and our scores were averaged. (Scoring the writing assessment was very time consuming.) Posttests were scored by CASAS staff. More than one-fourth of the students gained at least one level on the picture task. Twenty percent increased one level or more on the letter task. In such a short period of time, global improvement will not always be evident. Mostly, I think, we improved attitudes about writing.

Student Surveys
The initial writing survey did not provide very much useful information concerning my students' perceptions and attitudes about writing. The survey was too open-ended and students were unable to understand the questions. Several copied answers from each other. I now realize how carefully attitude surveys have to be designed to get accurate results. I learned that only 8 percent of my class identified themselves as being able to write well. Only 16 percent said they wrote rarely or never in English, and all of them could identify important reasons such as "getting a job" or "taking care of my family" for learning to write better. Some students wrote that it was important for them to improve their writing skills because "writing is power." I knew from the surveys that the writing project would be meaningful.

Journals
The journal activity turned out to be an incredible experience for both me and my students. I have two sets of students, one in the morning and one in the afternoon. I only did the journal activity with my afternoon students. I feel that I now have a much better rapport with my afternoon class because of the journaling process.

I found that the students in the afternoon class could write more extensively when they wrote about real-life experiences. This was especially true for the lower level students. I saw their writing increase in length, complexity, and creativity during the journal period. In some cases, the students went from the required three sentences to a page and a half. My students improved their spelling, sentence construction, grammar, and the ease in which they wrote during the project. They also had no trouble reading my responses, even some that were very complex.

At the end of the project, a student survey that focused on journal writing was given. It was less open-ended than the survey at the beginning. When asked whether they wanted to continue doing journals, all of my students responded positively. Fifty-five percent responded to the question, "What did you like about journal writing?" saying that they liked reading my answers, Eighteen percent said they "just liked it!" and 27 percent liked using and practicing English. Sixty-three percent found spelling to be the most difficult part of journal writing, while 13 percent said writing was most difficult, 12 percent cited reading, and 12 percent mentioned English in general. Most students perceived that their writing had greatly improved: 88 percent reported that they thought their writing was better than when the project started.

This project was a lot of work. Much of the research I have read said that journals are the most valuable if done every day. I found twice a week to be difficult. I spent all of my free time responding to journals. I found that I had to be very careful in my responses. If I wrote a long response to a very low literate student then that student would have trouble responding. However, with more literate students, longer journal responses produced more writing from students. The students clearly valued my responses.

The project also had some extended effects. I often worked on journals during lunch. As a result, another teacher who was very traditional in her approach and rarely tried new strategies, saw what I was doing and then started to use journals in her class.

Pen Pals

The open enrollment situation in adult education makes penpal coordination extremely difficult. We wrote letters which were then put in a manila envelope and sent via two-day priority mail to my partner. We tried to match students as penpals. However, many students wrote to and heard from different students each time. No real connections were built.

Students wrote to their penpals on the computer. They quickly adapted to using the computer, and were more motivated to write on the computer than with pencil and paper. Even those students who were initally fearful about using computers soon overcame their fears and were also very comfortable with comptuers.

Classroom Observqations

I only did the OAR Project with my afternoon class. I would be interested in using the morning class as a real control group testing as well as observing differences between the two classes. I sense a real difference between the two classes. However, I have no statistical proof.

Findings

Teacher's Name Kathy L. Hans

Program ○ ABE ● ESL ○ GED
Level Intermediate low

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Findings

Performance Assessment
Twenty-three students took the CASAS pre and post interactive listening performance test. We chose this type of performance assessment because it would more closely approximate real-life listening tasks where information comes in short chunks and students are required to do something. This allowed us to test students' listening strategies, including using clarifying questions which is not included on the standard CASAS listening survey achivement test.
The tests were conducted one-to-one outside of the classroom. They consisted of 5 to 7 simple questions or directions. To create situations where questioning would be necessary, key vocabulary and vague directions requiring clarification were embedded into the instruments. The topic of the pretest was assisting the teacher in an office setting. The topic of the posttest was signing up for an end-of-the year potluck.

The average score on the pretest was 3.56 out of a possible 5 points. The average score on the posttest was 4.86. All students improved their performances on the posttest. I think this may be partly due to the fact that the subject of the posttest, a potluck, was more familiar to the students. In fact, my students performed poorly on the pretest. I attribute some of this to the fact there was no warm-up or introduction to the activity. The situation (asking students to assist me in my office) seemed artificial to me. It made me aware of how weak our students' listening skills may be in this kind of situation without context. My students felt more successful after the posttest. It was nice to end on a postive note.

Pre/Post Surveys of Listening Habits
I conducted a pre/post listening habit survey to measure growth in using listening strategies, risk taking, and overall confidence. For the paired surveys, 10 students reported improvement on the question, "When the teacher gives me a listening assignment I feel..." Some of these changes ranged from "tired, because I have to try to hear" on the pre survey to "excited" on the post survey, or "nervous" on the pre-survey to "OK" on the post-survey. Two students improved their rating on the question, "I feel that I understand what I hear in English". Some students reported fewer problems when speaking English outside of class.

Classroom Observations
Some of the largest gains were made in observed classroom behavior. In the classroom we brainstormed and discussed strategies that students could use when they were listening but not understanding a speaker. Many of my students felt it would be impolite to

interrupt a speaker, whether they understood the speaker or not. They preferred to wait silently and impassively and then, perhaps, request the speaker to repeat EVERYTHING. We discussed acceptable ways of interrupting the stream of speech. During my 1 - 3 minute "teacher chat," I encouraged students to interrupt me if they didn't understand. I identified each "interruption" as a strategy, giving praise for each type to encourage students to participate. My supervisor, who took over my class while I worked with a new teacher on a mentoring project, commented that my students were very vocal when they didn't understand an assignment or wanted additional information. She said my class was much more willing to take the risk of asking questions than other classes she had substituted in.

My students got wonderful positive feedback when we went into the advaqnced level class (2 levels above mine) to interview students there. The teacher and the students in that class commented on my students' great pronunciation. They wanted to know when we would be back. I think the speech loop Judy Gilbert talks about between listening and pronunciation is demonstrated here.

Findings

Teacher's Name Junetta Mc Kewan

Program ● ABE ○ ESL ○ GED
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Findings

Data were analyzed in three categories: pre/post student survey data; pre/post writing assessments; and weekly scores on writing assignments.

Performance Assessment: Summary of Writing Assignments Data
The eighteen students ranged from beginning to advanced in their writing skills. They completed writing assignments based on their ability levels. Fewer writing assignments were completed by the beginning level students. From 3 to 13 assignments were included in the portfolios. While students could choose assignments which were to remain in the portfolios, almost all decided to include all their assignments in the portfolio. I used a holistic scoring rubric that went from a low of 1 to a high of 6. The range of assignment scores ranged from 3 to 6, with the most frequent ratings between 4 and 5. Because I took into account individual writing ability when assessing the students, I never expected scores to fall below 3. All students demonstrated progress from the initial to the final writing assessment.

Summary of Pre/Post Writing Assessment Data
We used CASAS Writing Assessment picture prompts for our pre and post writing assessments. We looked at several scoring rubrics and developed one so that our students would be able to understand the scoring system. Comparison of the pre-post writing assessments showed that nine of the eighteen students improved, with six showing no gain. Two students received scores that were one half point lower. I would have liked to have seen higher scores for all the students; however, in my estimation, the scores indicate the methods used in the project were successful.

Surveys/Logs: Summary of pre/post survey data
In my opinion, the results of the surveys are a more important indication of the project's success than the quantitative results. Students were asked at the pre and post project times how they felt about their own writing. Of the eighteen students, ten indicated they felt better about their writing after the completion of the project. All the students but one responded positively to an open-ended question about how they liked the process of discussing their writing assignments with me. Responses included, "great," "good," "useful," "happy," "fine, I like it," "it's important to me," and "it helps me understand." In response to how they felt about collecting writing in portfolios, every response was positive.

The most interesting results concerned students' responses to questions asking about their own writing ability. All students indicated that they felt they had improved to some degree.

Findings

since participating in the project. In response to the statement, "I feel that I write...", students could choose among "very poorly," "not very well," "well," and "very well." In the beginning of the project, only 1 student reported writing well, 4 rated themselves "very poorly" and 10 said they wrote "not very well". At the post test, there was significant improvement in their self-perceptions: two-thirds (10) felt they wrote "well," only 4 said they wrote "not very well," and only 1 reported writing "very poorly." Ten students rated themselves one point higher on the scale, 1 student gained 2 points, and only 4 students rated themselves as the same at the beginning and end of the project.

When asked why they felt their writing had improved during the project, comments included, "I have fewer problems," "It helps me not be afraid to make mistakes," "I get help from the teacher," "I can write easier," and "It's interesting to learn this way." These comments indicate the students were positively affected by the methods used in the project. They responded in the post survey that the student-teacher discussions and the portfolio method of collecting writing samples had both been helpful in improving their writing.

I plan to continue the methods used and add weekly journal writing to see if writing skills will improve more. Another element that might be introduced woud be peer correcting. It would be interesting to see if students would accept this and benefit from it.

Findings

Teacher's Name Gail Hodgin

Program ○ABE ●ESL ○GED
Level Intermediate high

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Findings

Standardized Assessment
I tested my students with the CASAS pre/post listening tests in February and again in May. The listening test was valuable in helping me to know the students' abilitity to understand the spoken word in a standardized format. The average pretest CASAS scale score for 23 students who took both the pre and post test was 211. The mean posttest score was 212. 63 percent of the students showed gains on the post test. Their average gain was 5 points, which is one point higher than the mean gain for adult ESL students in California at this level.

Performance Assessment
I also used customized performance pre/post tests designed by CASAS to measure students' ability to ask appropriate questions. Both tests required the students to locate the teacher (me) by asking the substitute and a secretary a series of questions. Once they located me, they had to ask three questions. In the pretest, students had to ask questions related to their progress in class. In the posttest, students asked questions related to their class assignment in the fall. Each student had a form to record the answers.

All of the students were able to find me in the office and get the information needed to complete the form. Unfortunately, very few students attempted to form grammatically correct questions. Many of the students merely tried to restate the items on the form using a rising intonation pattern. For example, instead of asking a question like, "How many hours will I study next year?" some students said, "Number of hours in the class?" which is exactly how the item is written on the form.

Surveys/Logs
Each week the students completed a log describing a time outside of class when they had to ask a stranger a question. Students recorded the date, the location, who they spoke to, and whether or not the person they spoke to had understood the question the first time or if they needed to repeat the question. The students recorded very specific responses in their logs about interactions outside of class, and the results of their interactions. They documented how many times they repeated the question, and what percentage of questions the listener understood.

Classroom Observation
The students seemed to enjoy the questioning drills, and through the use of the logs and drills such as "five-a-day" they became more proficient at monitoring their own errors. For

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example, the students were the ones who noted how few errors they were making in this drill by the end of the semester.

I have also learned that questioning skills are more involved than I initially expected. It is not a matter of only the grammatical forms, but also the vocabulary, the pronunciation, and the intonation patterns. Many of my students are understood in their daily lives because they make a statement and the listener infers the questions for them. I would like to redo this research and evaluate my students' questioning skills individually, and then develop activities and interventions based on their common mistakes. The students felt they benefited from the large amount of time we spent on questioning skills, and it gave them an area to think about improving outside the classroom.

Findings

Teacher's Name Wanda Pruitt

Program ● ABE ○ ESL ○ GED
Level Multi level

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Findings

Data were analyzed in three categories: pre/post student surveys; pre/post writing assessments; and weekly scores on writing assignments.

Performance Assessment: Summary of Writing Assignments Data
Eight writing assignments were given during the project: half were students' free choice of topic and half were teacher selected topics. I used a holistic scoring guide (1 -6) to evaluate their writing assignments. There was steady progress from the first to the eighth assignment based on the scoring scale. For the first assignment students received an average score of 2.6 with scores ranging from 1.0 to 4.0. Students scored an average of 4.6 on the final assignment with no score below a 4.

Summary of Pre/Post Writing Assessment
We used CASAS Writing Assessment picture prompts for our pre and post writing assessments. We looked at several scoring rubrics and developed one so that our students would be able to understand the scoring system. The average pretest score was 2.4 on a scale from 1-6, with a range of scores from 1 to 4. Nine of the pretest scores (60%) were below 3. The post-test average was 3.9. No students scored below 3. Two students gained 3 points, 5 (1/3) gained 2 points, and almost half (7) gained 1 point from pre to posttesting. I believe my students have developed stronger brainstorming techniques. They have increased in areas such as evaluation, syntax, and verbal skills.

Student Surveys/Logs
In the initial survey of writing ability, only one-third of my students (5) rated themselves as writing "well" or "very well." Of these five students, however, only two verified their self-perceptions by scoring 4 on a scale of 5 on the pretest writing assessment. Of the nine remaining students who said they wrote "not very well" or "poorly," all but one scored 3 or lower on the writing pretest.

The students' answers to the final open-ended questions were extremely helpful in determining the success of the project. In one of the post student surveys, all of my students indicated their writing had improved, and all but one of the 15 students had improved writing scores on the posttest. Half of the comments (4 students) identified discussions and communication with the teacher as a very important reason for their increased confidence in writing. The second most often cited reason for improvement related to the number and free choice of topics (3 students), and one student commented that the opportunity to write more had been most helpful.

Findings

In another post writing survey, all 15 students felt that individual discussions with the teacher about their writing assignments had helped them to improve their writing. When asked how they felt about collecting writing in a portfolio, 13 said it was an excellent or good learning experience, and 2 said it was a fair or not a good experience. All 15 felt their writing had improved since the beginning of the project, for the following reasons:

4 experienced success in writing
2 said their grades had improved
3 said their writing skills had improved
2 became more aware of their own writing
4 said it had helped them

General Findings

I'm satisfied with the growth my students have made during this project. I want to continue to involve my students in their writing assignments. The benefits have been numerous in my students' abilities to work independently and at a higher level.

Findings

Teacher's Name Margaret Rogers

Program ○ ABE ○ ESL ● GED

Level Multi level

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Findings

Standardized Assessment

All students in our research project were tested using the GED Official Practice Test, Form AA before starting classes. This test was used as a pretest. Forms BB - DD, as well as the actual GED test, served as posttests to measure growth in reading. While 64 percent of the students that completed the pre/post testing made gains, the gains were minimal. Two students achieved a three point gain on the GED Official Practice Test. I believe the timeline was too short to demonstrate measurable gains. I learned that I needed to dedicate much more time to each reading subtest, especially since we were working with borderline readers.

Surveys

We used a reading survey before and after the project to determine students' reading habits and measure any changes in reading habits during the project. The pre reading survey verified our assumption that students with poor reading comprehension would be students who did little reading. However, we were unable to demonstrate a noticeable change in reading habits. Due to attrition, which is a common problem in ABE/GED classes, we were unable to collect ending data on many students. We did not find significant changes in those students who remained until the project's end.

Classroom Observations

I observed my students' attitudes about reading in class were more positive. I kept stressing that the most important way to improve reading is by reading and I tried to really offer support to students to do a lot of reading at all times.

An unexpected outcome was that my students showed less improvement than I had hoped for, and actually expected. I think that the reason that happened is because we worked with a timeline that was too short. Reading comprehension is such a complex subject that more time was needed for students to show progress. Although the survey of students' reading habits did not indicate significant changes, I observed that my students' attitudes improved even more than expected. That result was so rewarding as I know it can affect their improvement in reading comprehension.

I would be interested in continuing my research. Just as our project was getting up to speed, it was time to stop. I would like to do a project in which everything is ready and in place before the work with students actually begins. I would like to have read the major research, prepared all the support materials, and had all the technology in place. I would also like to have a longer timeline for students to work on reading comprehension.

The most rewarding part of my communication with my partner was designing our own survey of reading habits and tabulating the results of students in the project. Our reading questionnaire, turned out to be quite thorough and gave us quite a bit of information about our students' reading habits. I learned it is not so easy to create a good instrument to really find out what you want to know. Learning that our students are not really readers and hence, may not really be lifelong learners yet, makes the idea of continuing to do research in reading really interesting to me.

Findings

Teacher's Name Martha Savage

Program ○ ABE ● ESL ○ GED
Level Intermediate high

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Findings

Performance Assessment
CASAS designed customized listening performance pre/post tests that required interactive listening behaviors. They were conducted one-to-one outside of the classroom. The tests consisted of 5 to 7 simple questions or directions. To create situations where questioning would be necessary, key vocabulary and vague directions requiring clarification were embedded into the instruments. The topic of the pre-test was assisting the teacher in an office setting. The topic of the posttest was signing up for an end-of-the year potluck. I really liked our performance tests. They were short, clear and easy to administer.

On a scale of 1 - 5, the mean pretest score was 3.17. The mean posttest score was 4.8. While half of my students scored 3 or below on the pretest, all students scored a 4 or 5 on the post test. As I gave these tests, there were noticeable differences of behavior by the students. During the pretest, the students were very nervous and asked 81 questions (total). A break-down of the questions revealed that students asked 12 repetition questions, 365 clarification questions, and 33 specific questions. The students seemed more at ease in the post test. Students only asked 53 questions. Of these, 11 were repetitions, 22 clarifications, and 20 specific questions. I think the topic of the posttest, a potluck, was more familiar to the students and may have affected the number of questions asked and the students' ability to perform.

In future research, I would like to see a tighter pre/post testing situation. Taking a pre and post language sample from each participating student could better reflect actual changes in behavior.

Pre/Post Surveys of Listening Habits

I did not ask students to write their names on the surveys, so there is no one-to-one relationship between pre and post surveys. On the pre-survey, approximately two-thirds of the class described themselves as understanding either "not very well" or "very poorly". The problems they indicated involved not having enough vocabulary, not being able to explain what they needed, being too nervous, people talking too fast, and pronunciation. The students offered suggestions for what might improve their listening skills, ideas such as "practicing conversation, talking in groups, making students stand up and talk, watching TV, and calling the teacher.

On the post-survey while 3/5 of the class still described themselves as listening "not very well," none of the students described themselves as listening "very poorly". Students wrote a great deal about how they liked working on listening. As they described what had helped them, they often used vocabulary we had learned in class and gave reasons. For example, students said "teacher chat" gave them lots of practice, or phone calls required them to "stand and talk alone" and "think on their feet".

Student Logs

Each week I asked my students to record situations in which they were required to listen and speak English outside of class. I hoped the logs would make my students see their role was a key factor in the OAR project, and their comments were important enough to record. My students seemed to respond to the logs well. They took the job very seriously, and I began seeing that the weekly log requirement increased their attempts to interact outside the classroom. The students initally spoke to friends or family members primarily. As the study continued, I began to see new subjects such as managers, bus drivers, counselors, and doctors. One of my female students announced that the day before she had taken her son for a doctor's appointment without a friend to translate. She felt she had performed well. I also began to see students talking to each other during the breaktime, and using these conversations as examples in the logs.

Class Observations

As the project proceeded, I saw my students' confidence levels rising. Students began to encourage other students to speak in front of the class. They spontaneously gave compliments such as, "Your pronunciation is good." or "I understand you." I also realized that I was requiring more writing from my students. Since the focus was on communication, writing was a natural form to include. They did some writing everyday in their journals, and wrote paragraphs and letters to guest speakers. During the "teacher chat," I talked about examples from my life related to the class topic. These "chats" together with journal responses contributed to a deepening of the relationship between my students and me.

Findings

Teacher's Name Janet Sullivan

Program ○ ABE ● ESL ○ GED

Level Intermediate

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Findings

Standardized Assessment

There were 13 paired pre/post CASAS lifeskills reading assessments. The average pretest reading score was 218, with scores ranging from 210 to 224. The post test showed no measurable gain in reading.

Performance Assessment

There were seven matched pre and posttest writing scores. All but one student gained at least one point on a scale of 0 - 6. The mean pretest writing score was 2.8. The mean posttest writing score was 4, indicating an overall mean gain of more than one level. No student scored lower than 3 on the posttest writing sample.

Classroom Observations

Although CASAS reading assessment scores for the class as a whole did not improve between pre and post testing, I saw tremendous improvement in students' comprehension and fluency. As evidenced from the students' work samples, I honestly believe reading comprehension increased proportionately with writing fluency. I also believe that students' anxiety level has been significantly lowered since the onset of this project. The confidence they projected in their writing was also reflected in their conversation and in the warm, open feelings they had for me. I observed that this class was more dedicated to completing tasks in a timely manner than previous intermediate level classes I have had.

For some reason, the students did not think they had significantly improved, in spite of their writing test score gains. Even after my protestations, for the most part, they could not see their improvements.

In future research, students should be tracked for a longer period of time. Due to the open entry/open exit nature of the program, very few students were able to take both the pre and posttests. I fear we may never have truly valid statistics as long as our programs are open entry/open exit. Also, ideally teachers should be given additional preparation time so that more time could be spent on daily or bi-weekly documentation of research.

Findings

Teacher's Name Barbara Woodmansee

Program ○ ABE ● ESL ○ GED
Level Intermediate high

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Findings

Performance Assessment
Three sections of the CASAS functional writing assessment were administered at the beginning and end of the project. The number of matched pre and post tests was 18 for the Picture task, 16 for the Letter, and 17 for the Form. Pretests were double-scored by my partner and me, and our scores were averaged. Posttests were scored by CASAS staff. Student gains were as follows: more than one-third of the students progressed one level on the picture and letter task, while almost two-thirds progressed one level or more on the form. In fact, 29 percent (5) of the 17 students progressed two levels on the form. In future research, additional types of writing assessment could also be used, such as sentence completions, answering personal questions, or changing model paragraphs, to give a more comprehensive picture of the students' overall writing ability.

Student Surveys (pre/post)
I surveyed my class both pre and post about their writing perceptions and attitudes. The surveys reinforced to me that writing was a very difficult skill for my students. While the majority of the class identified themselves as still not writing very well at the end of the project, they seemed to have much more awareness of why writing was important in their lives. They also appeared to have more confidence in how to get help with their writing. In the pre writing survey, when I asked the question, "When I have trouble writing something I.... only 30 percent of the students wrote "ask teacher" as an open-ended response. Others wrote responses such as "feel sad, bad, headache." For the same question in the post-survey, student responses were much more focused. More than half the class indicated they would ask the teacher. Other responses were "look in the dictionary," "ask a friend," and "do it again". My students appeared to have an increased understanding that writing is a skill that can be attained.

I feel the survey may have been too open-ended. Next time I plan to combine open-ended questions with more structured responses. I would also like to add, "Do people who read your writing understand the thoughts, feelings, and ideas you are trying to express?" A few students expressed in their journals how surprised and pleased they were that I was able to understand their ideas. I think this experience has helped to give them more confidence in their writing. I'd like to explore this more carefully. I also wonder if an attitude questionnaire given in the native language might more adequately reflect their attitudes towards writing.

Findings

Journals

Doing interactive journals with my class has been a wonderful experience. In the relatively short time, I learned so much about my students, things that I would never otherwise have learned, and they learned things about me that I probably would not have otherwise revealed. I told one student I was worried about my mother who is very ill. The student wrote back, "I'm sorry to hear about your mother. You have a life like me." Students seemed to use my writing as a model to correct their own entries. Some actually went back and made corrections on past entries based on what I wrote. Some students expressed an appreciation for the journal writing. Their journal entries indicate an awareness that they are learning more English as they struggle to express themselves in writing. In future research, I would include ongoing survey questions in students' journals to document their feelings about journal writing over time.

I'd like to continue classroom research on journal writing for a much longer period of time to see more global changes. The only problem is that writing 26 letters twice a week can be very time consuming. Perhaps teacher response could be limited to once a week, with students writing more often than that. Other types of journaling could also be used, such as a group journal in which individual students write comments and others respond in one class journal, as suggested in an article by La Vergne Rosow (see the Bibliography).

Pen Pal Journaling

Having our students write to each other was not as easy as we expected. It was difficult to organize since students do not come regularly and we have open enrollment. Many students ended up writing to and hearing from different students each time. However, in a post-survey of students regarding pen-pals, 88 percent said they wanted to continue writing to their pen pals, giving reasons such as "I need to write better," "to progress in English," "to improve my writing skills," " It helps me remember more vocabulary."

Classroom Observations

I observed behaviors that led me to believe students had already started feeling more comfortable with writing. Initially the noise level in the classroom would be up, and they questioned me and each other. They would also be reluctant to hand in their papers. Toward the end of the project, I noticed that when I assigned writing tasks, students quickly and quietly got into their writing. Most students seemed engrossed in writing almost immediately. In addition, most students were no longer reluctant to hand in writing papers.

The span of time for this project was much too limited. Four months was just barely enough time to get acquainted with the process. My perception is that there were many positive results, but more time is needed for emerging skills and increased confidence to develop and gel. Changes are subtle and occur gradually. When writing skills improve and comfort with writing increases, often students are initially unaware of it. It takes time (more than four months) for these changes to reach awareness.

Suggestions for Future Research

Teacher's Name John Caliguiri

Topic Integration of reading and writing

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Suggestions for Future Research

See last paragraph of Findings section.

Teacher's Name Joyce Clapp

Topic Questioning skills

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Suggestions for Future Research

See Findings section.

Suggestions for Future Research

Teacher's Name John Dennis

Topic GED reading program

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Suggestions for Future Research

See last paragraph of Findings section

Teacher's Name Susan Gaer

Topic Interactive journal writing

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Suggestions for Future Research

See last paragraph of Findings section

Suggestions for Future Research

Teacher's Name Kathy L. Hans

Topic Listening strategies

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Suggestions for Future Research

Teacher's Name Gail Hodgin

Topic Questioning skills

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Suggestions for Future Research

See last paragraph of Findings section

Suggestions for Future Research

Teacher's Name Junetta Mc Kewan

Topic Improving students' writing

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Suggestions for Future Research

See last paragraph of Findings section

Teacher's Name Wanda Pruitt

Topic Improving students' writing

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Suggestions for Future Research

See last paragraph of Findings section

Suggestions for Future Research

Teacher's Name Margaret Rogers

Topic GED reading program

Research Question

In what ways will GED students benefit qualitatively and quantitatively through the creation and implementation of a reading program that uses videotapes, directed instruction, cooperative learning and reading logs?

Suggestions for Future Research

See end of Findings section.

Teacher's Name Martha Savage

Topic Listening strategies

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Suggestions for Future Research

See the Findings section.

Suggestions for Future Research

Teacher's Name Janet Sullivan

Topic Integration of reading and writing

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Suggestions for Future Research

See last paragraph of Findings section

Teacher's Name Barbara Woodmansee

Topic Interactive journal writing

Research Question

Will various types of interactive journal writing improve fluency and comfort with writing?

Suggestions for Future Research

See the Findings section

Resources/Bibliography by Research Topic

Teacher's Name

John Caliguiri

OAR partner

Janet Sullivan

Research Question

How does the integration of reading and writing instruction improve both reading comprehension and writing fluency?

Topic Bibliography

Grabe, William. Current Developments in Second Language Reading Research.

Hamida, Cari Rosoff. "The interactive writing process: Using dialogue journals to facilitate acquisition of English writing skills and empower ESL students." Unpublished manuscript, EDFN 573, Dr. Ann Snow, December 4, 1990.

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Heyer, Sandra, More True Stories in the News, Longman.

News for You, New Readers Press, Box 131, Syracuse, New York 13210.

Resources/Bibliography by Research Topic

Teacher's Name

Joyce Clapp

OAR partner

Gail Hodgin

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Topic Bibliography

Resources/Bibliography by Research Topic

p. 4

Resources/Bibliography by Research Topic

Teacher's Name
John Dennis

OAR partner
Margaret Rogers

Research Question

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Resources/Bibliography by Research Topic

Teacher's Name

Susan Gaer

OAR partner

Barbara Woodmansee

Research Question

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Resources/Bibliography by Research Topic

Teacher's Name

Kathy L. Hans

OAR partner

Martha Savage

Research Question

What are the effects of teaching listening strategies for real life situations on intermediate ESL students' listening comprehension and interactive listening behaviors?

Topic Bibliography

Dunkel, Patricia, "Listening in the native and second/foreign language: Toward integration of research and practice," TESOL Quarterly, Vol. 25, No. 3, Autumn 1991.

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Resources/Bibliography by Research Topic

Resources/Bibliography by Research Topic

Teacher's Name Gail Hodgin

OAR partner Joyce Clapp

Research Question

How can ESL students develop questioning skills and the confidence to use them in real life situations?

Topic Bibliography

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Resources/Bibliography by Research Topic

Resources/Bibliography by Research Topic

Teacher's Name
Junetta Mc Kewan

OAR partner
Wanda Pruitt

Research Question

Will a student's writing skills improve through the use of a student-centered process which includes: 1) on-going teacher-student assessment of all completed writing assignments, 2) portfolios and 3) student involvement in selecting writing topics?

Topic Bibliography

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Resources/Bibliography by Research Topic

Teacher's Name
Wanda Pruitt

OAR partner
Junetta McKewan

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Martha Savage

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Kathy Hans

Research Question

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THE CLASSES

Click on the topic which interests you:

1. Class Setting

2. Class demographics

- Go to Main Menu

Definitions of
Program Levels

Introduction:
Eight of the twelve teachers who participated in the OAR Project were teaching ESL classes, two taught ABE (adult basic education/basic skills), and two taught GED preparation. With the exception of the GED prep classes, all of the teachers administered a CASAS Reading and/or Listening test and compiled baseline data to assist in establishing the class level.

Adult education ESL programs in California are currently in the process of aligning their ESL class levels to the seven levels, Beginning Literacy to Advanced High, described in the *English as a Second Language: Model Standards for Adult Education Programs*, published by the California Department of Education.

The level indicated for each OAR project class is the teacher's best judgment of the level of her/his class, based on one or more of the following:
[bullets added]

- CASAS pretest scores;
- California ESL Model Standards level descriptions;
- U.S. Department of Education ABE and ESL functional level descriptions; and
- local agency program guidelines.

The tables on the following screens provide source information to assist those accessing the database to understand the level of each class.

- Table 1 contains descriptions of Beginning, Intermediate, and Advanced levels of adult ABE and ESL as published by the U. S. Department of Education;
- Table 2 provides guidelines for interpretation of CASAS scaled scores for ABE and ESL;
- Table 3 provides information on the relationship between CASAS scaled scores and the MELT Student Performance Level (SPL) descriptions.

Definitions of Program Levels

Table 1 March, 1993

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

Educational Functioning Level

1.A. "BEGINNING ABE" - instruction designed for an adult who is unable to read, write, and compute sufficiently well to meet the requirements of adult life in the United States, or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in the U.S. society. These adult s are termed "educationally disadvantaged" For States using grade level measures, Beginning ABE includes grades 0 through 5.9. This term does NOT apply to foreign-born adults with limited English proficiency.

2.A. "BEGINNING ESL" - instruction designed for an adult who has limited or no proficiency in the English language. Instructional emphasis is on listening and speaking. Literacy skills, reading and writing, are introduced at this level.

3.A. "INTERMEDIATE ABE" - instruction designed for an adult who has some competency in reading, writing and computation but is not sufficiently competent to meet the requirements of adult life in the United States, or an adult who lacks a mastery of basic educational skills that will enable him/her to function effectively in the U.S. society. For States using grade level measures, Intermediate ABE includes grades 6 through 8.9 This term does NOT apply to foreign-born adults with limited English proficiency.

4.A. "INTERMEDIATE ESL" - instruction designed for an adult who has had some competency in communicating in English. Instruction in reading and writing is integrated with ongoing development of speaking and listening skills.

5.A. ADVANCED ESL" - instruction designed for an adult who is able to communicate in English, but who needs instruction in usage. At this level emphasis is placed on idioms, language for specific purposes, and grammatical structure. Reading and writing instruction is integrated with speaking and listening.

Definitions of Program Levels

Table 2 1993

CASAS Scaled Score Level Descriptions for ABE and ESL

Score : Below 200
Proficiency Level: Participants scoring below 200 have difficulty with basic reading and math skills necessary to function on the job and in the community. These participants have trouble identifying basic personal information, such as social security number, are not able to compute wages and deductions and paychecks , and cannot follow simple written directions (product instructions) and safety procedures (hazard signs). (Level A)

Score: 200 - 214
Proficiency Level: Participants functions between 200 and 214 have low literacy skills and have difficulty pursuing other than entry-level programs requiring the learner to demonstrate basic reading and math skills. These participants may have difficulty reading prescriptions, filling out a job applications, calculating percentages, and completing simple income tax information. (Level B)

Score: 215 - 224
Proficiency Level: Participants functioning between 215 and 224 are able to handle basic literacy and math tasks in a functional setting. They have difficulty following more complex sets of directions and are functioning below a high school level. They may have difficulty with identifying elements of a business letter, reading graphs, calculating from a pie chart, and performing calculations using fractions. (Level C)

Score: 225 and above
Proficiency Level: Participants functioning at or above 225 are at a high school entry level in basic reading and math. If they do not have a diploma, they can profit from instruction at the high school level. These individuals can usually perform tasks that involve following oral and written directions in familiar and unfamiliar situations. Those participants 18 year of age and above can profit from instruction to prepare for the GED exam, and in a short time have a high probability of passing the GED test. They may have difficulty reading want ads, interpreting news articles, using tables of formulas, and calculating kilometers from mileage. (Level D)

Results from most CASAS tests are reported as scaled scores ranging from 150 (Adults with Special Learning Needs) to 250 (GED/Secondary Diploma). CASAS Scaled Scores are used to report learners; literacy levels in employment and adult life skills context. These literacy levels have been established based on 12 years of assessment data from more than one million adult learners.

Definitions of Program Levels

Table 3

Relationship of CASAS Scaled Scores to MELT Student Performance Levels

CASAS Scores: 165 - 180
MELT Level: I
Possible Placement: ESL Pre-literate
MELT Description: Functions minimally, if at all, in English

CASAS Scores: 181 - 190
MELT Level: II
Possible Placement ESL Beginning (Level 1)
MELT Description: Functions in a very limited way in situations related to immediate needs

CASAS Scores: 191 - 200
MELT Level: III
Possible Placement: ESL Beginning (Level 2)
MELT Description: Functions with some difficulty in situations related to immediate needs

CASAS Scores: 201 - 208
MELT Level: IV
Possible Placement: ESL Intermediate (Level 1)
MELT Description: Can satisfy basic survival needs and a few routine social demands

CASAS Scores: 209 - 215
MELT Level: V
Possible Placement: ESL Intermediate (Level 2)
MELT Description: Can satisfy basic survival needs and some limited social demands

CASAS Scores: 216 - 224
MELT Level: VI
Possible Placement: ESL Advanced (Level 1)
MELT Description: Can satisfy most survival needs and limited social demands

CASAS Scores: 225 +
MELT Level: VII
Possible Placement: ESL Advanced (Level 2)
MELT Description: Can satisfy survival needs and routine work and social demands

Class Setting -- Summary

Last Name	Program	Level	Time of Day	Number of days/Wk	Number hrs/day	Program size	Setting	Location of class	Paid aide?	Volunteers?	
Caliguiri	ESL	Intermediate	Evening	4	3	Medium	Urban	Major site	No	No	--
Clapp	ESL	Beginning low	Morning	5	3	Medium	Suburban	Major site	Yes	No	--
Dennis	GED	Multi level	Morning	2	2	Medium	Urban	Major site	No	No	--
Gaer	ESL	Intermediate low	Afternoon	5	3	Medium	Rural	Major site	Yes	Yes	2 or 3
Hans	ESL	Intermediate low	Morning	5	3	Medium	Suburban	Major site	Yes	No	--
Hodgin	ESL	Intermediate high	Evening	4	2.5	Medium	Suburban	Major site	No	Yes	2
Mc Kewan	ABE	Multi level	Morning	5	3	Large	Urban	Major site	Yes	No	--
Pruitt	ABE	Multi level	Morning	5	3	Medium	Urban	Major site	No	No	--
Rogers	GED	Multi level	Morning	5	3	Medium	Suburban	Major site	Yes	No	--
Savage	ESL	Intermediate high	Morning	5	3	Large	Urban	Major site	No	No	--
Sullivan	ESL	Intermediate	Morning	5	3	Medium	Suburban	Major site	No	No	--
Woodmansee	ESL	Intermediate high	Morning	5	3	Large	Urban	Minor site	Yes	No	--

Class Setting -- Individual Teachers

Teacher's name John Caliguiri
Agency Merced Adult School

Program Information:

Program	Program size	Setting	Location of class
ESL	Medium	Urban	Major site

Level	Number hrs/day	Number of days/Wk	Time of Day
Intermediate	3	4	Evening

Grouping

Whole group	20%	**Small group**	18%
Pairs	60%	**Individual**	2%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided
--

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)
--

Support Provided by Agency:

paid staff development
unpaid staff development
resource teacher
mentors
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance

Class Setting -- Individual Teachers

Teacher's name Joyce Clapp
Agency Hayward Adult School

Program Information:

Program	**Program size**	**Setting**	**Location of class**
ESL	Medium	Suburba	Major site

Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Beginning low	3	5	Morning

Grouping

Whole group	40%	**Small group**	30%
Pairs	20%	**Individual**	10%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 30%

Type of assistance provided

Work with students
Clerical work

Volunteers? No

How many? --

Percentage of class time available (Volunteer)

Type of assistance provided (volunteers)

Support Provided by Agency:

paid staff development
unpaid staff development
resource teacher
mentors
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
stand alone computers
networked computers

Class Setting -- Individual Teachers

Teacher's name John Dennis

Agency Edward Shands Adult School

Program Information:

Program	**Program size**	**Setting**	**Location of class**
GED	Medium	Urban	Major site

Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Multi level	2	2	Morning

Grouping

Whole group	25%	**Small group**	15%
Pairs		**Individual**	60%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided

--

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)

--

Support Provided by Agency:

paid staff development
mentors
unpaid conference participation
paid preparation time
overhead projectors
copy machine
resource library
VCR
tape recorders
stand alone computers
networked computers

Class Setting -- Individual Teachers

Teacher's name Susan Gaer
Agency Visalia Adult School

Program Information:

Program	Program size	Setting	Location of class
ESL	Medium	Rural	Major site

Level	Number hrs/day	Number of days/Wk	Time of Day
Intermediate low	3	5	Afternoon

Grouping

Whole group	15%	**Small group**	25%
Pairs	40%	**Individual**	20%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 10%

Type of assistance provided
Work with students
Clerical Work

Volunteers? Yes

How many? 2 or 3

Percentage of class time available (Volunteer)

Type of assistance provided (volunteers)
work with students
clerical work

Support Provided by Agency:

paid staff development
unpaid staff development
mentors
paid conference participation
unpaid conference participation
overhead projectors
copy machine
class sets of books
VCR
tape recorders
stand alone computers
networked computers

Class Setting -- Individual Teachers

Teacher's name Kathy L. Hans
Agency Hayward Adult Education

Program Information:

Program	**Program size**	**Setting**	**Location of class**
ESL	Medium	Suburba	Major site

Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Intermediate low	3	5	Morning

Grouping

Whole group	10%	**Small group**	75%
Pairs	10%	**Individual**	5%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 12%

Type of assistance provided

Work with students
Clerical Work

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)

--

Support Provided by Agency:

paid staff development
unpaid staff development
mentors
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
stand alone computers

Class Setting -- Individual Teachers

Teacher's name Gail Hodgin

Agency East Side Adult Education

Program Information:

Program	**Program size**	**Setting**	**Location of class**
ESL	Medium	Suburba	Major site
Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Intermediate high	2.5	4	Evening

Grouping

Whole group	40%	**Small group**	30%
Pairs	20%	**Individual**	10%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided

--

Volunteers? Yes

How many? 2

Percentage of class time available (Volunteer)

Type of assistance provided (volunteers)

Work with students

Support Provided by Agency:

paid staff development
resource teacher
mentors
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
stand alone computers
networked computers

Class Setting -- Individual Teachers

Teacher's name Junetta Mc Kewan
Agency Independence Adult Center (East Side Adult

Program Information:

Program	**Program size**	**Setting**	**Location of class**
ABE	Large	Urban	Major site
Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Multi level	3	5	Morning

Grouping

Whole group	15%	**Small group**	25%
Pairs	15%	**Individual**	45%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 100%

Type of assistance provided

Work with students
Clerical Work

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)

--

Support Provided by Agency:

paid staff development
unpaid staff development
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
networked computers

Class Setting -- Individual Teachers

Teacher's name Wanda Pruitt
Agency Berkeley Adult School

Program Information:

Program	Program size	Setting	Location of class
ABE	Medium	Urban	Major site

Level	Number hrs/day	Number of days/Wk	Time of Day
Multi level	3	5	Morning

Grouping

Whole group	15%	**Small group**	25%
Pairs	15%	**Individual**	45%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided
--

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)
--

Support Provided by Agency:

paid staff development
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
stand alone computers
networked computers

Class Setting -- Individual Teachers

Teacher's name Margaret Rogers

Agency Winterstein Adult School

Program Information:

Program	Program size	Setting	Location of class
GED	Medium	Suburba	Major site

Level	Number hrs/day	Number of days/Wk	Time of Day
Multi level	3	5	Morning

Grouping

Whole group	25%	**Small group**	15%
Pairs		**Individual**	60%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 80%

Type of assistance provided

Work with students
Clerical Work

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)

--

Support Provided by Agency:

unpaid conference participation
paid preparation time
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
stand alone computers

Class Setting -- Individual Teachers

Teacher's name Martha Savage

Agency Metropolitan Adult Education Program (MAEP)

Program Information:

Program	**Program size**	**Setting**	**Location of class**
ESL	Large	Urban	Major site

Level	**Number hrs/day**	**Number of days/Wk**	**Time of Day**
Intermediate high	3	5	Morning

Grouping

Whole group	10%	**Small group**	75%
Pairs	10%	**Individual**	5%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided

--

Volunteers? No

How many? --

Percentage of class time available (Volunteer)

Type of assistance provided (volunteers)

Support Provided by Agency:

- paid staff development
- unpaid staff development
- resource teacher
- mentors
- paid conference participation
- overhead projectors
- copy machine
- resource library
- class sets of books
- VCR
- tape recorders
- stand alone computers

Class Setting -- Individual Teachers

Teacher's name Janet Sullivan
Agency Mt. Diablo Adult Education

Program Information:

Program	Program size	Setting	Location of class
ESL	Medium	Suburba	Major site

Level	Number hrs/day	Number of days/Wk	Time of Day
Intermediate	3	5	Morning

Grouping

Whole group	20%	**Small group**	18%
Pairs	60%	**Individual**	2%

Assistance in the Classroom:

Paid aide? No

Percentage of class time available --

Type of assistance provided
--

Support Provided by Agency:

- paid staff development
- mentors
- paid conference participation
- overhead projectors
- resource library
- class sets of books
- VCR
- tape recorders
- networked computers

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)
--

Class Setting -- Individual Teachers

Teacher's name Barbara Woodmansee

Agency Metropolitan Adult Education Program (MAEP)

Program Information:

Program	Program size	Setting	Location of class
ESL	Large	Urban	Minor site

Level	Number hrs/day	Number of days/Wk	Time of Day
Intermediate high	3	5	Morning

Grouping

Whole group	15%	**Small group**	25%
Pairs	40%	**Individual**	20%

Assistance in the Classroom:

Paid aide? Yes

Percentage of class time available 10%

Type of assistance provided

Clerical Work

Volunteers? No

How many? --

Percentage of class time available (Volunteer) --

Type of assistance provided (volunteers)

--

Support Provided by Agency:

paid staff development
unpaid staff development
resource teacher
mentors
paid conference participation
overhead projectors
copy machine
resource library
class sets of books
VCR
tape recorders
clerical assistance
networked computers

Class Demographics

eacher's Name John Caliguiri
Agency Merced Adult School
Program ESL
Number of students 13 **% Male** 54% **% Female** 46%

Level Intermediate

CASAS Score Ranges

% Below 200	46%
% 200 - 214	54%
% 215 - 224	
% 225+	
% Unknown score	

School Years Completed

% Below 4th	62%
% 4th-6th	
% 7th-9th	
% 10th-12th	
% 13th+	
% Unknown sch yrs	38%

Ethnicity:

% Asian	
% Black	
% Hispanic	38%
% Indo Chinese	62%
% Pacific Islander	
% White	
% Other eth	
% Unknown eth	

Language

% Arabic	
% Cambodian	
% Chinese	
% English	
% Farsi	
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	38%
% Urdu	
% Vietnamese	
% Other lang	62%
% Unknown lang	

Age:

%Under 20	8%
% 20-29	46%
% 30-39	31%
% 40-49	15%
% 50-59	
% 60 +	
% Unknown age	

Reason for Enrollment

% Mandated	54%
% Personal	46%
% Education	
% Job	
% Unknown reason	

Class Demographics

Teacher's Name Joyce Clapp

Agency Hayward Adult School

Program ESL

Number of students 20 **% Male** 35% **% Female** 65%

Level Beginning low

CASAS Score Ranges

% Below 200	100%
% 200 - 214	
% 215 - 224	
% 225+	
% Unknown score	

Ethnicity:

% Asian	35%
% Black	
% Hispanic	55%
% Indo Chinese	5%
% Pacific Islander	
% White	5%
% Other eth	
% Unknown eth	

Age:

%Under 20	25%
% 20-29	35%
% 30-39	15%
% 40-49	10%
% 50-59	
% 60 +	15%
% Unknown age	

School Years Completed

% Below 4th	5%
% 4th-6th	10%
% 7th-9th	10%
% 10th-12th	55%
% 13th+	20%
% Unknown sch yrs	0%

Language

% Arabic	
% Cambodian	
% Chinese	25%
% English	
% Farsi	5%
% Japanese	
% Korean	5%
% Portuguese	
% Russian	
% Spanish	55%
% Urdu	
% Vietnamese	10%
% Other lang	
% Unknown lang	

Reason for Enrollment

% Mandated	
% Personal	100%
% Education	
% Job	
% Unknown reason	

Class Demographics

Teacher's Name John Dennis
Agency Edward Shands Adult School
Program GED
Number of students 15 **% Male** 47% **% Female** 53%

Level Multi level

CASAS Score Ranges

% Below 200	
% 200 - 214	
% 215 - 224	
% 225+	
% Unknown score	

Ethnicity:

% Asian	
% Black	60%
% Hispanic	20%
% Indo Chinese	
% Pacific Islander	7%
% White	7%
% Other eth	6%
% Unknown eth	

Age:

%Under 20	73%
% 20-29	27%
% 30-39	
% 40-49	
% 50-59	
% 60 +	
% Unknown age	

School Years Completed

% Below 4th	
% 4th-6th	
% 7th-9th	
% 10th-12th	100%
% 13th+	
% Unknown sch yrs	

Language

% Arabic	
% Cambodian	
% Chinese	
% English	87%
% Farsi	
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	13%
% Urdu	
% Vietnamese	
% Other lang	
% Unknown lang	

Reason for Enrollment

% Mandated	
% Personal	
% Education	100%
% Job	
% Unknown reason	

Class Demographics

Teacher's Name Susan Gaer

Agency Visalia Adult School

Program ESL

Number of students 23 **% Male** 78% **% Female** 22%

Level Intermediate low

CASAS Score Ranges

% Below 200	31%
% 200 - 214	43%
% 215 - 224	13%
% 225+	13%
% Unknown score	

Ethnicity:

% Asian	8%
% Black	
% Hispanic	35%
% Indo Chinese	57%
% Pacific Islander	
% White	
% Other eth	
% Unknown eth	

Age:

%Under 20	12%
% 20-29	35%
% 30-39	48%
% 40-49	5%
% 50-59	
% 60 +	
% Unknown age	

# School Years Completed

% Below 4th	22%
% 4th-6th	35%
% 7th-9th	4%
% 10th-12th	17%
% 13th+	13%
% Unknown sch yrs	9%

Language

% Arabic	
% Cambodian	
% Chinese	
% English	
% Farsi	4%
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	35%
% Urdu	4%
% Vietnamese	
% Other lang	57%
% Unknown lang	

Reason for Enrollment

% Mandated	22%
% Personal	26%
% Education	13%
% Job	9%
% Unknown reason	30%

Class Demographics

Teacher's Name Kathy L. Hans

Agency Hayward Adult Education

Program ESL

Number of students 36 **% Male** 56% **% Female** 44%

Level Intermediate low

CASAS Score Ranges

% Below 200	
% 200 - 214	19%
% 215 - 224	53%
% 225+	28%
% Unknown score	

Ethnicity:

% Asian	22%
% Black	3%
% Hispanic	28%
% Indo Chinese	25%
% Pacific Islander	3%
% White	19%
% Other eth	
% Unknown eth	

Age:

%Under 20	17%
% 20-29	22%
% 30-39	22%
% 40-49	14%
% 50-59	17%
% 60 +	8%
% Unknown age	

School Years Completed

% Below 4th	
% 4th-6th	8%
% 7th-9th	20%
% 10th-12th	42%
% 13th+	22%
% Unknown sch yrs	8%

Language

% Arabic	6%
% Cambodian	
% Chinese	8%
% English	
% Farsi	5%
% Japanese	
% Korean	5%
% Portuguese	3%
% Russian	5%
% Spanish	31%
% Urdu	
% Vietnamese	31%
% Other lang	6%
% Unknown lang	

Reason for Enrollment

% Mandated	5%
% Personal	25%
% Education	28%
% Job	33%
% Unknown reason	9%

Class Demographics

Teacher's Name Gail Hodgin

Agency East Side Adult Education

Program ESL

Number of students 40 **% Male** 58% **% Female** 42%

Level Intermediate high

CASAS Score Ranges

% Below 200	
% 200 - 214	55%
% 215 - 224	45%
% 225+	
% Unknown score	

School Years Completed

% Below 4th	3%
% 4th-6th	13%
% 7th-9th	25%
% 10th-12th	35%
% 13th+	13%
% Unknown sch yrs	11%

Ethnicity:

% Asian	23%
% Black	
% Hispanic	33%
% Indo Chinese	44%
% Pacific Islander	
% White	
% Other eth	
% Unknown eth	

Language

% Arabic	
% Cambodian	3%
% Chinese	11%
% English	
% Farsi	
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	33%
% Urdu	3%
% Vietnamese	44%
% Other lang	6%
% Unknown lang	

Age:

%Under 20	
% 20-29	57%
% 30-39	26%
% 40-49	11%
% 50-59	6%
% 60 +	
% Unknown age	

Reason for Enrollment

% Mandated	51%
% Personal	20%
% Education	6%
% Job	23%
% Unknown reason	

Class Demographics

Teacher's Name Junetta Mc Kewan

Agency Independence Adult Center (East Side Adult

Program ABE

Number of students 18 **% Male** 39% **% Female** 61%

Level Multi level

CASAS Score Ranges

% Below 200	6%
% 200 - 214	11%
% 215 - 224	50%
% 225+	22%
% Unknown score	11%

Ethnicity:

% Asian	11%
% Black	
% Hispanic	39%
% Indo Chinese	50%
% Pacific Islander	
% White	
% Other eth	
% Unknown eth	

Age:

%Under 20	
% 20-29	28%
% 30-39	22%
% 40-49	33%
% 50-59	6%
% 60 +	11%
% Unknown age	

School Years Completed

% Below 4th	17%
% 4th-6th	44%
% 7th-9th	39%
% 10th-12th	
% 13th+	
% Unknown sch yrs	

Language

% Arabic	
% Cambodian	
% Chinese	6%
% English	
% Farsi	
% Japanese	
% Korean	5%
% Portuguese	
% Russian	
% Spanish	39%
% Urdu	
% Vietnamese	45%
% Other lang	5%
% Unknown lang	

Reason for Enrollment

% Mandated	
% Personal	28%
% Education	50%
% Job	22%
% Unknown reason	

Class Demographics

Teacher's Name Wanda Pruitt

Agency Berkeley Adult School

Program ABE

Number of students 15 **% Male** 13% **% Female** 87%

Level Multi level

CASAS Score Ranges

% Below 200	33%
% 200 - 214	54%
% 215 - 224	13%
% 225+	
% Unknown score	

Ethnicity:

% Asian	
% Black	86%
% Hispanic	7%
% Indo Chinese	
% Pacific Islander	
% White	
% Other eth	7%
% Unknown eth	

Age:

%Under 20	33%
% 20-29	13%
% 30-39	
% 40-49	47%
% 50-59	
% 60 +	7%
% Unknown age	

School Years Completed

% Below 4th	33%
% 4th-6th	34%
% 7th-9th	33%
% 10th-12th	
% 13th+	
% Unknown sch yrs	

Language

% Arabic	
% Cambodian	
% Chinese	
% English	100%
% Farsi	
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	
% Urdu	
% Vietnamese	
% Other lang	
% Unknown lang	

Reason for Enrollment

% Mandated	53%
% Personal	47%
% Education	
% Job	
% Unknown reason	

Class Demographics

Teacher's Name Margaret Rogers

Agency Winterstein Adult School

Program GED

Number of students 25 **% Male** 32% **% Female** 68%

Level Multi level

CASAS Score Ranges

% Below 200	2%
% 200 - 214	48%
% 215 - 224	48%
% 225+	
% Unknown score	

Ethnicity:

% Asian	8%
% Black	16%
% Hispanic	12%
% Indo Chinese	
% Pacific Islander	4%
% White	60%
% Other eth	
% Unknown eth	

Age:

%Under 20	
% 20-29	48%
% 30-39	48%
% 40-49	4%
% 50-59	
% 60 +	
% Unknown age	

# School Years Completed

% Below 4th	
% 4th-6th	4%
% 7th-9th	28%
% 10th-12th	64%
% 13th+	
% Unknown sch yrs	4%

Language

% Arabic	
% Cambodian	
% Chinese	4%
% English	76%
% Farsi	
% Japanese	
% Korean	8%
% Portuguese	
% Russian	
% Spanish	12%
% Urdu	
% Vietnamese	
% Other lang	
% Unknown lang	

Reason for Enrollment

% Mandated	48%
% Personal	20%
% Education	4%
% Job	28%
% Unknown reason	

Class Demographics

Teacher's Name Martha Savage

Agency Metropolitan Adult Education Program (MAEP)

Program ESL

Number of students 35 % Male 37% % Female 63%

Level Intermediate high

CASAS Score Ranges

% Below 200	
% 200 - 214	94%
% 215 - 224	6%
% 225+	
% Unknown score	

School Years Completed

% Below 4th	
% 4th-6th	
% 7th-9th	20%
% 10th-12th	57%
% 13th+	17%
% Unknown sch yrs	6%

Ethnicity:

% Asian	20%
% Black	3%
% Hispanic	3%
% Indo Chinese	54%
% Pacific Islander	
% White	20%
% Other eth	
% Unknown eth	

Language

% Arabic	
% Cambodian	3%
% Chinese	17%
% English	
% Farsi	17%
% Japanese	
% Korean	
% Portuguese	
% Russian	
% Spanish	3%
% Urdu	
% Vietnamese	51%
% Other lang	
% Unknown lang	9%

Age:

%Under 20	6%
% 20-29	31%
% 30-39	20%
% 40-49	12%
% 50-59	23%
% 60 +	8%
% Unknown age	

Reason for Enrollment

% Mandated	31%
% Personal	34%
% Education	20%
% Job	15%
% Unknown reason	

Class Demographics

Teacher's Name Janet Sullivan

Agency Mt. Diablo Adult Education

Program ESL

Number of students 21 % Male 43% % Female 57%

Level Intermediate

CASAS Score Ranges

% Below 200	
% 200 - 214	8%
% 215 - 224	67%
% 225+	25%
% Unknown score	

Ethnicity:

% Asian	51%
% Black	
% Hispanic	29%
% Indo Chinese	10%
% Pacific Islander	
% White	10%
% Other eth	
% Unknown eth	

Age:

%Under 20	10%
% 20-29	14%
% 30-39	29%
% 40-49	10%
% 50-59	33%
% 60 +	4%
% Unknown age	

# School Years Completed

% Below 4th	
% 4th-6th	10%
% 7th-9th	14%
% 10th-12th	57%
% 13th+	19%
% Unknown sch yrs	

Language

% Arabic	
% Cambodian	
% Chinese	33%
% English	
% Farsi	5%
% Japanese	10%
% Korean	5%
% Portuguese	
% Russian	5%
% Spanish	29%
% Urdu	
% Vietnamese	10%
% Other lang	3%
% Unknown lang	

Reason for Enrollment

% Mandated	
% Personal	10%
% Education	14%
% Job	76%
% Unknown reason	

Class Demographics

Teacher's Name Barbara Woodmansee

Agency Metropolitan Adult Education Program (MAEP)

Program ESL

Number of students 33 **% Male** 35% **% Female** 65%

Level Intermediate high

CASAS Score Ranges

% Below 200	
% 200 - 214	37%
% 215 - 224	42%
% 225+	21%
% Unknown score	

School Years Completed

% Below 4th	6%
% 4th-6th	9%
% 7th-9th	21%
% 10th-12th	40%
% 13th+	24%
% Unknown sch yrs	

Ethnicity:

% Asian	24%
% Black	
% Hispanic	12%
% Indo Chinese	48%
% Pacific Islander	
% White	3%
% Other eth	
% Unknown eth	13%

Language

% Arabic	
% Cambodian	
% Chinese	21%
% English	
% Farsi	3%
% Japanese	3%
% Korean	
% Portuguese	
% Russian	
% Spanish	12%
% Urdu	
% Vietnamese	48%
% Other lang	
% Unknown lang	13%

Age:

%Under 20	
% 20-29	12%
% 30-39	19%
% 40-49	35%
% 50-59	15%
% 60 +	19%
% Unknown age	

Reason for Enrollment

% Mandated	3%
% Personal	75%
% Education	9%
% Job	9%
% Unknown reason	4%

THE TEACHERS

Click on the topic which interests you:

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- 2. Teacher Profile -- Summary
- 3. Teacher Profile -- Individual Teachers
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Teacher Directory

Teacher's Name John Caliguiri
Agency Merced Adult School
Agency Address 50 E. 20th Street
Merced, CA 95340
Agency Phone (209) 385-6524 **CONNECT ID**

Teacher's Name Joyce Clapp
Agency Hayward Adult School
Agency Address 22100 Princeton St.
Hayward, CA 94541
Agency Phone (510) 582-0606 **CONNECT ID** ANGARANO

Teacher's Name John Dennis
Agency Edward Shands Adult School
Agency Address 2455 Church St.
Oakland, CA 94605
Agency Phone (510) 638-8484 **CONNECT ID**

Teacher's Name Susan Gaer
Agency Visalia Adult School
Agency Address 3110 E. Houston
Visalia, CA 93292
Agency Phone (209) 730-7655 **CONNECT ID** DEMARTIN

Teacher's Name Kathy L. Hans
Agency Hayward Adult Education
Agency Address 22100 Princeton St.
Hayward, CA 94541
Agency Phone (510) 582-2055 **CONNECT ID** ANGARANO

Teacher Directory

Teacher's Name Gail Hodgin

Agency East Side Adult Education

Agency Address 1901 Cunningham
San Jose, CA 95122

Agency Phone (408) 251-2923 **CONNECT ID**

Teacher's Name Junetta Mc Kewan

Agency Independence Adult Center (East Side Adult Education)

Agency Address 625 Educational Park Drive
San Jose, CA 95133

Agency Phone (408) 923-2306 **CONNECT ID** ARNOLDT

Teacher's Name Wanda Pruitt

Agency Berkeley Adult School

Agency Address 1222 University Ave.
Berkeley, CA 94702

Agency Phone (510) 644-6130 **CONNECT ID** PRUITTW

Teacher's Name Margaret Rogers

Agency Winterstein Adult School

Agency Address 900 Morse Ave.
Sacramento, CA 95864

Agency Phone (916) 971-7419 **CONNECT ID**

Teacher's Name Martha Savage

Agency Metropolitan Adult Education Program (MAEP)

Agency Address 760 Hillsdale Ave.
San Jose, CA 95136

Agency Phone (408) 723-6450 **CONNECT ID**

Teacher Directory

Teacher's Name Janet Sullivan

Agency Mt. Diablo Adult Education

Agency Address 1266 San Carlos Ave.
Concord, CA 94518

Agency Phone (510) 685-7340 **CONNECT ID** MDAE

Teacher's Name Barbara Woodmansee

Agency Metropolitan Adult Education Program (MAEP)

Agency Address 760 Hillsdale Ave.
San Jose, CA 95136

Agency Phone (408) 723-6449 **CONNECT ID**

Teacher Profile -- Summary

Name
John Caliguiri
Agency Merced Adult School
Program: ESL **Total years teaching:** 13

Credentials
Ryan Multiple Subject (Clear)
Ryan Single Subject (English)
Language Development Specialist (LDS)

Degrees
B.A. in Linguistics, 1976 Berkeley

Name
Joyce Clapp
Agency Hayward Adult School
Program: ESL **Total years teaching:** 18

Credentials
Adult Basic Ed - Home Economics, English

Degrees
Adult Education Credential

Name
John Dennis
Agency Edward Shands Adult School
Program: GED **Total years teaching:** 20

Credentials
College Credential

Degrees
Ph.D. in African History, Standord University, 1987

Name
Susan Gaer
Agency Visalia Adult School
Program: ESL **Total years teaching:** 5

Credentials
Life Community College Credential
Clear Adult Education in Adult Basic Education

Degrees
B.A. in English
M.A. in English with specialization in ESL

Teacher Profile -- Summary

Name
Kathy L. Hans
Agency Hayward Adult Education

Program: ESL **Total years teaching:** 11

Credentials
Adult Ed. (lifetime) Community College (life)
Basic Ed.

Degrees
B.A. in English, University of California, Riverside

Name
Gail Hodgin
Agency East Side Adult Education

Program: ESL **Total years teaching:** 12

Credentials
ESL Dept. Chair
Bilingual Credential (Pre-school - adult)

Degrees
B.A. in Spanish, San Jose State University

Name
Junetta Mc Kewan
Agency Independence Adult Center (East Side Adult

Program: ABE **Total years teaching:** 20

Credentials
Elementary Education

Degrees
B.S. in Elementary Education, Western Connecticut University, 1970
M.S. in Communication Skills, Western Connecticut University, 1975

Name
Wanda Pruitt
Agency Berkeley Adult School

Program: ABE **Total years teaching:** 13

Credentials
Multiple Subject K-12 and Adult School
L.H. Credential (Learning Disabilities)

Degrees
B.A. in Psychology, San Francisco State

Teacher Profile -- Summary

Name Margaret Rogers

Agency Winterstein Adult School

Program: GED **Total years teaching:** 25

Credentials

Standard Elementary Life Credential
Administrative Services Credentail

Degrees

B.A. in German
M.A. in Curriculum and Instruction

Name Martha Savage

Agency Metropolitan Adult Education Program

Program: ESL **Total years teaching:** 11

Credentials

Clinical Rehabilitative Services (Pre-school - Adult; life)
Certificate of Clinical Competence (1983-CCC - Sp issued by the American Speech Language-Hearing Association)

Degrees

M.A. in Speech Pathology

Name Janet Sullivan

Agency Mt. Diablo Adult Education

Program: ESL **Total years teaching:** 13

Credentials

Adult Basic Ed.

Degrees

B.A. in English

Name Barbara Woodmansee

Agency Metropolitan Adult Education Program

Program: ESL **Total years teaching:** 5

Credentials

Clear Designated Subject Adult Education Teaching Credential: Full-Time (Subjects: Basic Ed, Social Science, Foreign Language: Spanish)

Degrees

M.A. in Linguistics, - SJSU 1989
Certificate in TESOL - SJSU 1989

Teacher Profile -- Summary

Name
John Caliguiri
Agency Merced Adult School

Program: ESL
Total years teaching: 13

Credentials
Ryan Multiple Subject (Clear)
Ryan Single Subject (English)
Language Development Specialist (LDS)

Degrees
B.A. in Linguistics, 1976 Berkeley

Name
Joyce Clapp
Agency Hayward Adult School

Program: ESL
Total years teaching: 18

Credentials
Adult Basic Ed - Home Economics, English

Degrees
Adult Education Credential

Name
John Dennis
Agency Edward Shands Adult School

Program: GED
Total years teaching: 20

Credentials
College Credential

Degrees
Ph.D. in African History, Standord University, 1987

Name
Susan Gaer
Agency Visalia Adult School

Program: ESL
Total years teaching: 5

Credentials
Life Community College Credential
Clear Adult Education in Adult Basic Education

Degrees
B.A. in English
M.A. in English with specialization in ESL

Teacher Profile -- Summary

Name	Agency	Program	Total years teaching	Credentials	Degrees
Kathy L. Hans	Hayward Adult Education	ESL	11	Adult Ed. (lifetime) Community College (life) Basic Ed.	B.A. in English, University of California, Riverside
Gail Hodgin	East Side Adult Education	ESL	12	ESL Dept. Chair Bilingual Credential (Pre-school - adult)	B.A. in Spanish, San Jose State University
Junetta Mc Kewan	Independence Adult Center (East Side Adult	ABE	20	Elementary Education	B.S. in Elementary Education, Western Connecticut University, 1970 M.S. in Communication Skills, Western Connecticut University, 1975
Wanda Pruitt	Berkeley Adult School	ABE	13	Multiple Subject K-12 and Adult School L.H. Credential (Learning Disabilities)	B.A. in Psychology, San Francisco State

Teacher Profile -- Summary

Name	Credentials	Degrees
Margaret Rogers **Agency** Winterstein Adult School **Program:** GED **Total years teaching:** 25	Standard Elementary Life Credential Administrative Services Credentail	B.A. in German M.A. in Curriculum and Instruction
Martha Savage **Agency** Metropolitan Adult Education Program **Program:** ESL **Total years teaching:** 11	Clinical Rehabilitative Services (Pre-school - Adult; life) Certificate of Clinical Competence (1983-CCC - Sp issued by the American Speech Language-Hearing Association)	M.A. in Speech Pathology
Janet Sullivan **Agency** Mt. Diablo Adult Education **Program:** ESL **Total years teaching:** 13	Adult Basic Ed.	B.A. in English
Barbara Woodmansee **Agency** Metropolitan Adult Education Program **Program:** ESL **Total years teaching:** 5	Clear Designated Subject Adult Education Teaching Credential: Full-Time (Subjects: Basic Ed, Social Science, Foreign Language: Spanish)	M.A. in Linguistics, - SJSU 1989 Certificate in TESOL - SJSU 1989

Teacher Profile -- Individual Teachers

Teacher's Name John Caliguiri

Agency Merced Adult School

Total years teaching 13

Degrees

B.A. in Linguistics, 1976 Berkeley

Credentials

Ryan Multiple Subject (Clear)
Ryan Single Subject (English)
Language Development Specialist (LDS)

Professional Highlights

ESL LTeacher Institute Trainer since 1988

Teacher Profile -- Individual Teachers

Teacher's Name Joyce Clapp

Agency Hayward Adult School

Total years teaching 18

Degrees

Adult Education Credential

Credentials

Adult Basic Ed - Home Economics, English

Professional Highlights

California Dept. of Ed. ESL Handbook Committee
California Dept. of Ed. ESL Working Assessment Group
Teacher in charge of ESL

Teacher Profile -- Individual Teachers

Teacher's Name John Dennis

Agency Edward Shands Adult School

Total years teaching 20

Degrees

Ph.D. in African History, Standord University, 1987

Credentials

College Credential

Professional Highlights

Great Books Program at St. Mary's, 14 years
Ethnic Studies San Francisco Comm. College, 13 years
Wrote 2 successful grants :
    Carl Perkins (Oakland Adult Program)
    Title Two Fund (San Francisco Community College)
Attended first United Nations Adult Literacy Conference

Teacher Profile --
Individual Teachers

Teacher's Name Susan Gaer

Agency Visalia Adult School

Total years teaching 5

Degrees

B.A. in English
M.A. in English with specialization in ESL

Credentials

Life Community College Credential
Clear Adult Education in Adult Basic Education

Professional Highlights

First Visalia Unified Adult Education Mentor Teacher
CATESOL Board Member
ESL Insititute Trainer and Regional Mentor Network Facilitator
Authored ESL texbooks: English for Success (1992)
Bks 1&2

Teacher Profile -- Individual Teachers

Teacher's Name Kathy L. Hans

Agency Hayward Adult Education

Total years teaching 11

Degrees

B.A. in English, University of California, Riverside

Credentials

Adult Ed. (lifetime) Community College (life) Basic Ed.

Professional Highlights

Institute Trainer ESL
Mentor teacher
Presented at Regional CATESOL
Content Specialist for Pronounciation Module for ESL Institute

Teacher Profile -- Individual Teachers

Teacher's Name Gail Hodgin

Agency East Side Adult Education

Total years teaching 12

Degrees

B.A. in Spanish, San Jose State University

Credentials

ESL Dept. Chair
Bilingual Credential (Pre-school - adult)

Professional Highlights

Advanced Mentor Training - ESL Institute
Department Chair ESL - East Side Adult Education
Coordinator - Workplace Literacy classes and grant funded classes
Adult Leadership Training Program - Summer 1993

Teacher Profile -- Individual Teachers

Teacher's Name Junetta Mc Kewan

Agency Independence Adult Center (East Side Adult Education)

Total years teaching 20

Degrees

B.S. in Elementary Education, Western Connecticut University, 1970
M.S. in Communication Skills, Western Connecticut University, 1975

Credentials

Elementary Education

Professional Highlights

Adult Literacy Instructors' Training (ALIT) Trainer
ABE (Elementary) State Task Force
ABE Chair , East Side Adult Education, San Jose

Teacher Profile -- Individual Teachers

Teacher's Name Wanda Pruitt

Agency Berkeley Adult School

Total years teaching 13

Degrees

B.A. in Psychology, San Francisco State

Credentials

Multiple Subject K-12 and Adult School
L.H. Credential (Learning Disabilities)

Professional Highlights

CBE Advanced Staff Developer
Adult Literacy Instructors' Training (ALIT) Trainer

Teacher Profile -- Individual Teachers

Teacher's Name Margaret Rogers

Agency Winterstein Adult School

Total years teaching 25

Degrees

B.A. in German
M.A. in Curriculum and Instruction

Credentials

Standard Elementary Life Credential
Administrative Services Credentail

Professional Highlights

Adult Education Leadership Training Program 1991-94
CA delegate - National Adult Education Staff Development Conference 1993
Facilitator, Adult Literacy Instructors' Training (ALIT)
Chair, California Council of Adult Education Staff Development Institutes Committee

Teacher Profile -- Individual Teachers

Teacher's Name Martha Savage

Agency Metropolitan Adult Education Program (MAEP)

Total years teaching 11

Degrees

M.A. in Speech Pathology

Credentials

Clinical Rehabilitative Services
(Pre-school - Adult; life)
Certificate of Clinical Competence
(1983-CCC - Sp issued by the American
Speech Language-Hearing Association)

Professional Highlights

- Advanced Mentor Teacher, ESL Institute
- Curriculum Writer (OTAN and within district)
- District ESL Steering Committee and committee to align with model standards
- Workshop Presenter for district and CATESOL, CBE and OTAN

Teacher Profile -- Individual Teachers

Teacher's Name Janet Sullivan

Agency Mt. Diablo Adult Education

Total years teaching 13

Degrees

B.A. in English

Credentials

Adult Basic Ed.

Professional Highlights

Mentor Teacher, 1990-1993
Staff Development Facilitator
Lead Teacher, VESL Grant

Teacher Profile -- Individual Teachers

Teacher's Name Barbara Woodmansee

Agency Metropolitan Adult Education Program (MAEP)

Total years teaching 5

Degrees

M.A. in Linguistics, - SJSU 1989
Certificate in TESOL - SJSU 1989

Credentials

Clear Designated Subject Adult Education Teaching Credential: Full-Time (Subjects: Basic Ed, Social Science, Foreign Language: Spanish)

Professional Highlights

Conducted the following presentations/workshops:
- The Writing Process
- Adult Life Skills Multi Level ESL Starter Kit
- Cooperative Learning Activities
- CASAS: From Assessment to Instruction

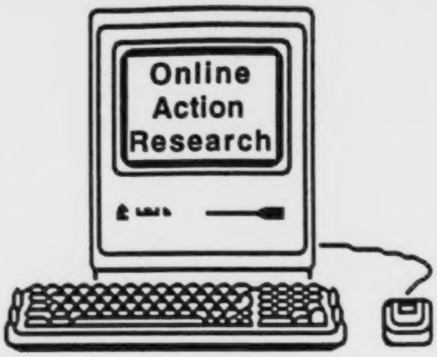
THE TECHNOLOGY

Click on the topic which interests you:

1. Types of Computer Equipment Used
2. Use of Computer Technology
3. Reflections on the Use of Technology

- Go to Main Menu

TYPES OF COMPUTER EQUIPMENT USED



Click on the topic which interests you:

1. Types of ComputerEquipment Used by Teachers

2. Types of Computer Equipment Used by OTAN and CASAS

- Go to Technology Menu

- Go to Main Menu

Computer Equipment Used by Teachers

Teacher's Name	Agency	Make of primary computer	RAM in primary computer	Memory in hard drive	Make of modem	Speed of modem	Location of primary computer
John Caliguiri	Merced Adult School	Macintosh	4 MB	50 MB	Shiva Net Modem	2400 baud	My work site
Joyce Clapp	Hayward Adult School	Macintosh LC	4 MB	40 MB	built-in portable	--	My work site and another work site
John Dennis	Edward Shands Adult School	Macintosh	5 MB	40 MB	Power User	2400 baud	Other: Used at home & work
Susan Gaer	Visalia Adult School	Macintosh	2 MB	40 MB	Apple	1200 baud	Home
Kathy L. Hans	Hayward Adult Education	Macintosh	2 MB	40 MB	Hayes	2400	My work site
Gail Hodgin	East Side Adult Education	IBM					My work site
Junetta Mc Kewan	Independence Adult Center (East Side Adult	Macintosh Powerbook	4 MB	80 MB	Internal Modem	2400	My work site

Computer Equipment Used by Teachers

Teacher's Name	Agency	Make of primary computer	RAM in primary computer	Memory in hard drive	Make of modem	Speed of modem	Location of primary computer
Wanda Pruitt	Berkeley Adult School	Macintosh SE, IBM	1 MB	20 MB		2400	Home
Margaret Rogers	Winterstein Adult School	Macintosh	4 MB	40 MB	Power User	2400 baud	My work site
Martha Savage	Metropolitan Adult Education Program (MAEP)	Macintosh SE	1 MB	20 MB	Hayes	2400	Home
Janet Sullivan	Mt. Diablo Adult Education	Macintosh IIfx	8 MB	50 MB	Orchid Fax Modem	2400 baud	My work site
Barbara Woodmansee	Metropolitan Adult Education Program (MAEP)	Macintosh		40 MB	Apple	1200 baud	Home

Types of Computer Equipment Used by OTAN and CASAS

Computer Equipment Used by OTAN:

Seven Macintosh computers are used by OTAN personnel in maintaining the Online Communication System: four Macintosh II CX's with 4 MB RAM and 80 MB hard drive, two Macintosh II CI's with 4 MB RAM and 80 MB hard drive, and one Macintosh II SI with 4 MB RAM and 40 MB hard drive. Three Shiva Network Modems (2400 baud) and 2 Hayes compatible stand alone modems (2400 baud) are used.

The OAR Technical Facilitator used a Macintosh LC with 4 MB RAM and 40 MB hard drive at the work site and a Macintosh II CX with 4 MB RAM and 40 MB hard drive and a ZOOM modem (2400 baud) at home.

USE OF COMPUTER TECHNOLOGY

Click on the topic which interests you:

1. Use of Computers by Teachers

2. Use of Computers by OTAN and CASAS

- Go to Technology Menu

- Go to Main Menu

Use of Computers by Teachers

Teacher's Name
John Caliguiri

Agency
Merced Adult School

OAR partner
Janet Sullivan

Partner's Agency
Mt Diablo Adult School

Experience with Computers

Had access to computers Great deal

Beginning computer experience Great deal
This point computer experience Great deal

Beginning feeling about computers Open
This point feeling about computers Eager

When started OAR, used what software?
CONNECT

Now use what software?
CONNECT

Communication with partner:

Frequency of Communication Rarely
Online e-mail/enclosures Sometimes
Computer disks Never
Phone Never
Fax Never
In person Sometimes
Other Sometimes

Influence of communication online w/ partner on attitude toward working with computers

It gave me another purpose, one more directly related to my classroom experience. Setting a goal of communicating with my partner made me want to have something interesting to communicate.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility 2
Opportunity to practice on my own 1
OAR partner
Other teachers
Friends and family
Other 3

Most exciting/rewarding moment in learning to use computers

When I figured out the computer wouldn't blow up or I wouldn't destroy thousands of dollars of equipment if I made an error, my mistakes became useful.

Hardest thing to learn

Network management. I'm still checking that out.

Recommendations for new OAR teachers on computers

Start off with a 2-4 week "mini-project" to acquaint participants with technology, process, each other, etc., (perhaps even with a "canned idea") to start participants' thought processes.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name Joyce Clapp

Agency Hayward Adult School

OAR partner Gail Hodgin

Partner's Agency East Side Adult School

Experience with Computers

Had access to computers Rarely

Beginning computer experience Some experience

This point computer experience Some experience

Beginning feeling about computers Eager

This point feeling about computers Eager

When started OAR, used what software?
Quatro Pro, Printshop, Printshop

Now use what software?
MacWrite, CONNECT, Printshop

Communication with partner:

Frequency of Communication Never
Online e-mail/enclosures Never
Computer disks Never
Phone Never
Fax Never
In person Never
Other

Influence of communication online w/ partner on attitude toward working with computers

We did not communicate. We had 2 very different levels of classes.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility
Opportunity to practice on my own 1
OAR partner
Other teachers 2
Friends and family 3
Other

Most exciting/rewarding moment in learning to use computers

Using the computer by myself, being able to actually look at files on CONNECT and print on my own.

Hardest thing to learn

Not having a computer of my own to use. Our software is for the Mac because our only modem is built into the Mac

Recommendations for new OAR teachers on computers

Have the modem in computer lab or someplace other than someone's personal office. My administrator did not mind my using her computer, but I didn't like having to use it in her office.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name	**Agency**
John Dennis	Edward Shands Adult School
OAR partner	**Partner's Agency**
Margaret Rogers	Winterstein Adult Center

Experience with Computers

Had access to computers Great deal

Beginning computer experience Little experience
This point computer experience Some experience

Beginning feeling about computers Slightly fearful
This point feeling about computers Eager

When started OAR, used what software?
Microsoft Works

Now use what software?
None, because no computer access.

Communication with partner:

Frequency of Communication Rarely
Online e-mail/enclosures Never (Not
Computer disks Never
Phone Rarely
Fax Never
In person Sometimes
Other

Influence of communication online w/ partner on attitude toward working with computers

N/A

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility
Opportunity to practice on my own
OAR partner 1
Other teachers
Friends and family
Other

Most exciting/rewarding moment in learning to use computers

Getting the modem hooked up.
By virtue of the OAR project, I'm going to stay online another month with my job.

Hardest thing to learn

How to use CONNECT

Recommendations for new OAR teachers on computers

Actual in-service on installation and set-up

What value in students communicating by computer?

Already do it

Use of Computers by Teachers

Teacher's Name
Susan Gaer

Agency
Visalia Adult School

OAR partner
Barbara Woodmansee

Partner's Agency
Metropolitan Adult Education Program

Experience with Computers

Had access to computers Great deal

Beginning computer experience Some experience
This point computer experience Great deal

Beginning feeling about computers Eager
This point feeling about computers Eager

When started OAR, used what software?
Microsoft Word

Now use what software?
Microsoft 5, CONNECT

Communication with partner:

Frequency of Communication Sometimes
Online e-mail/enclosures Sometimes
Computer disks Rarely
Phone Sometimes
Fax Never
In person Rarely
Other

Influence of communication online w/ partner on attitude toward working with computers

It encouraged me to use it more.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility 1
Opportunity to practice on my own 2
OAR partner
Other teachers
Friends and family
Other 3

Most exciting/rewarding moment in learning to use computers

I think it was most exciting for me to watch my students become more and more literate on the computer. That is what was rewarding for me.

Hardest thing to learn

Recommendations for new OAR teachers on computers

Offer computer program tutorials or a hands-on class where participant has structured practice in using the computer.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name
Kathy L. Hans

Agency
Hayward Adult Education

OAR partner
Martha Savage

Partner's Agency
Metropolitan Adult Education Program

Experience with Computers

Had access to computers Sometimes

Beginning computer experience Little experience
This point computer experience Some experience

Beginning feeling about computers Open
This point feeling about computers Open

When started OAR, used what software?
MacWrite II

Now use what software?
Microsoft Word and Microsoft Works

Communication with partner:

Frequency of Communication Sometimes
Online e-mail/enclosures Sometimes
Computer disks
Phone Sometimes
Fax
In person Sometimes
Other

Influence of communication online w/ partner on attitude toward working with computers

It made me more eager. It was frustrating that we didn't have our own computers. My site manager was very supportive, but I had to take her place at her desk to use the computer to send messages and receive.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff 1
Computer accessibility
Opportunity to practice on my own
OAR partner
Other teachers
Friends and family 2
Other

Most exciting/rewarding moment in learning to use computers

Successfully using modem to send information

Hardest thing to learn

It wasn't that hard.

Recommendations for new OAR teachers on computers

In an ideal world, Apple would have donated the PowerBooks.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name	**Agency**
Gail Hodgin	East Side Adult Education
OAR partner	**Partner's Agency**
Joyce Clapp	Hayward Adult School

Experience with Computers

Had access to computers Great deal

Beginning computer experience Little experience

This point computer experience Some experience

Beginning feeling about computers Open

This point feeling about computers Open

When started OAR, used what software?

Now use what software?

Communication with partner:

Frequency of Communication Rarely

Online e-mail/enclosures Never

Computer disks Never

Phone Rarely

Fax Never

In person Sometimes

Other

Influence of communication online w/ partner on attitude toward working with computers

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility 1
Opportunity to practice on my own 1
OAR partner
Other teachers
Friends and family 1
Other

Most exciting/rewarding moment in learning to use computers

It remained the same.

Hardest thing to learn

Trying to send a message or designating time to work on a computer in a different room.

Recommendations for new OAR teachers on computers

Getting a computer! Not having a computer which could send/receive messages/files was a burden.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name	**Agency**
Junetta Mc Kewan	Independence Adult Center (East Side
OAR partner	**Partner's Agency**
Wanda Pruitt	Berkeley Adult School

Experience with Computers

Had access to computers Rarely

Beginning computer experience Little experience
This point computer experience Little experience

Beginning feeling about computers Slightly fearful
This point feeling about computers Slightly fearful

When started OAR, used what software?
Microsoft Word 5.0

Now use what software?
Microsoft Word 5.0

Communication with partner:

Frequency of Communication Sometimes
Online e-mail/enclosures Rarely
Computer disks Never
Phone Sometimes
Fax Sometimes
In person Sometimes
Other

Influence of communication online w/ partner on attitude toward working with computers

Little opportunity

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff x
Computer accessibility
Opportunity to practice on my own x
OAR partner
Other teachers
Friends and family
Other

Most exciting/rewarding moment in learning to use computers

Hardest thing to learn

Little opportunity

Recommendations for new OAR teachers on computers

Access!

What value in students communicating by computer?

Don't see much value

Use of Computers by Teachers

Teacher's Name	**Agency**
Wanda Pruitt	Berkeley Adult School
OAR partner	**Partner's Agency**
Junetta McKewan	Independence Adult Center (EastSide

Experience with Computers

Had access to computers Sometimes

Beginning computer experience Some experience

This point computer experience Great deal

Beginning feeling about computers Open

This point feeling about computers Open

When started OAR, used what software?
Microsoft Word 3.0, PageMaker 3.1, Excel

Now use what software?
Microsoft Word 5.1, PageMaker 4.2, Excel

Communication with partner:

Frequency of Communication Sometimes
Online e-mail/enclosures Sometimes
Computer disks Rarely
Phone Great deal
Fax Sometimes
In person Great Deal
Other

Influence of communication online w/ partner on attitude toward working with computers

It was beneficial when I was able to use the service. However, my school site does not have a permanent line. Therefore, I was only able to use my CONNECT system after 8:00 P.M.

Use of Computers
by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff x
Computer accessibility x
Opportunity to practice on my own x
OAR partner
Other teachers
Friends and family
Other

Most exciting/rewarding moment in learning to use computers

Being able to transmit information from one school site to another school site. I also feel one of my most rewarding experiences has included using both the IBM and MAC.

Hardest thing to learn

Remembering to save my documents.

Recommendations for new OAR teachers on computers

Proper equipment, availability to develop computer skills and support from local administration.

What value in students communicating by computer?

Don't see much value

Use of Computers
by Teachers

Teacher's Name	**Agency**
Margaret Rogers	Winterstein Adult School
OAR partner	**Partner's Agency**
John Dennis	Edward Shands Adult School

Experience with Computers

Had access to computers Sometimes

Beginning computer experience Some experience
This point computer experience Some experience

Beginning feeling about computers Eager
This point feeling about computers Eager

When started OAR, used what software?
Microsoft Works, Appleworks, Printshop

Now use what software?
Microsolf Works, MS Word, MacWrite II

Communication with partner:

Frequency of Communication Rarely
Online e-mail/enclosures Never
Computer disks Sometimes
Phone Sometimes
Fax Never
In person Sometimes
Other

Influence of communication online w/ partner on attitude toward working with computers

N/A

Use of Computers
by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff
Computer accessibility 2
Opportunity to practice on my own 1
OAR partner
Other teachers
Friends and family
Other 3

Most exciting/rewarding moment in learning to use computers

Really mastering my word processing program so that I could produce a good looking document without looking up things in the manual.

Hardest thing to learn

Getting through all the bureaucratic obstacles to get everything installed and underway, and I'm still not finished.

Recommendations for new OAR teachers on computers

Pursue getting the PowerBooks so that trouble-shooting can be done right at OAR meetings and everyone has an even start. Otherwise, OAR has been great and the obstacles have been local - not OAR's.

What value in students communicating by computer?

Already do it

Use of Computers by Teachers

Teacher's Name
Martha Savage

Agency
Metropolitan Adult Education Program

OAR partner
Kathy Hans

Partner's Agency
Hayward Adult Education

Experience with Computers

Had access to computers Rarely

Beginning computer experience Little experience
This point computer experience Little experience

Beginning feeling about computers Slightly fearful
This point feeling about computers Slightly fearful

When started OAR, used what software?
Wordstar

Now use what software?
CONNECT, CrossWord Magic

Communication with partner:

Frequency of Communication Rarely
Online e-mail/enclosures Sometimes
Computer disks Never
Phone Sometimes
Fax Rarely
In person Sometimes
Other

Influence of communication online w/ partner on attitude toward working with computers

Most of the communication On-line has been with the administration i.e. Shirley Edwards or Linda Taylor.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff 3
Computer accessibility
Opportunity to practice on my own 1
OAR partner
Other teachers
Friends and family 2
Other

Most exciting/rewarding moment in learning to use computers

What helped me the most was sitting in my home and playing with it, alone. I found the instructions very helpful and clear. Dorian Del Conte, our OTAN secretary, was very helpful. I have learned how to use CONNECT. However, my IBM compatible doesn't work with CONNECT. All my record keeping etc., is on my PC which is very old. We have began saving for a Mac. I feel as though the Macs at work are my source of mail, but the PC at home is currently sufficient for the other things I need to do.

Hardest thing to learn

This remains the hardest thing. . . access. I often "think" as I use the computer, which can be time consuming. Using a borrowed PC doesn't really lend itself. I am saving to buy a Mac.

Recommendations for new OAR teachers on computers

Get a computer (preferably a PowerBook) for each teacher.

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name Janet Sullivan

Agency Mt. Diablo Adult Education

OAR partner John Caliguiri

Partner's Agency Merced Adult School

Experience with Computers

Had access to computers Rarely

Beginning computer experience No experience
This point computer experience Some experience

Beginning feeling about computers Slightly fearful
This point feeling about computers Eager

When started OAR, used what software?
Word 5.0 and Works 3.0

Now use what software?
Microsoft Word 5.0

Communication with partner:

Frequency of Communication Rarely
Online e-mail/enclosures Sometimes
Computer disks Never
Phone Never
Fax Rarely
In person Sometimes
Other Sometimes

Influence of communication online w/ partner on attitude toward working with computers

Increased my confidence in using computers and increased my eagerness to continue.

Use of Computers
by Teachers

Most helpful in learning to use computers:

Assistance from OTAN 1
Assistance from OAR manager
Site manager or other site staff 3
Computer accessibility
Opportunity to practice on my own 2
OAR partner
Other teachers
Friends and family
Other

Most exciting/rewarding moment in learning to use computers

Sending and receiving E-mail

Hardest thing to learn

Receiving enclosures via E-mail

Recommendations for new OAR teachers on computers

We should not soft pedal the job in any way. It's terribly time consuming. It could also be frustrating if the teachers don't have enough computer literacy like yours truly when I started!

What value in students communicating by computer?

Like to, but not possible

Use of Computers by Teachers

Teacher's Name Barbara Woodmansee

Agency Metropolitan Adult Education Program

OAR partner Susan Gaer

Partner's Agency Visalia Adult School

Experience with Computers

Had access to computers Great deal

Beginning computer experience Little experience

This point computer experience Some experience

Beginning feeling about computers Slightly fearful

This point feeling about computers Slightly fearful

When started OAR, used what software?
Microsoft Word 4

Now use what software?
Microsoft Word 5, CONNECT

Communication with partner:

Frequency of Communication Sometimes
Online e-mail/enclosures Sometimes
Computer disks Never
Phone Rarely
Fax Never
In person Rarely
Other

Influence of communication online w/ partner on attitude toward working with computers

Communication with my partner encouraged me to use the computer more.

Use of Computers by Teachers

Most helpful in learning to use computers:

Assistance from OTAN
Assistance from OAR manager
Site manager or other site staff 3
Computer accessibility 1
Opportunity to practice on my own
OAR partner 2
Other teachers
Friends and family
Other

Most exciting/rewarding moment in learning to use computers

Each time I was able to do something new without frustration and confusion.

Hardest thing to learn

No one thing was particularly hard. I found that, because I didn't practice procedures often enough, I'd forget them. For example, when I learned to send and receive enclosures the procedures seemed so simple. Then a significant amount of time went by before I sent or received one and by the time I went to do it, I wouldn't be sure I'd remember .

Recommendations for new OAR teachers on computers

Going through computer program tutorials or attending a hands-on class where participant has structured practice.

What value in students communicating by computer?

Like to, but not possible

Use of Computers
by OTAN and CASAS

Use of Computers by OTAN: Technical Support

Support Provided by Technology Facilitator

April - July 1992: Prepared mockups of teacher questionnaires and computer screen layouts for evaluation by managers and research facilitators.

August 1992: Presented one-day workshop to introduce teachers to use of CONNECT on the Machintosh.

September 1992 - June 1993: Provided technical support online and by telephone to teachers as requested.

May - June 1993: Prepared initial formats for OAR Database. Assisted OTAN Information Department in entrying data into Database.

October - December 1993: Completed formats for OAR Database. Assisted in entry of remainder of data into Database.

Support Provided by OTAN Information Department

May - June 1993: Entered data into OAR Database

October - December 1993: Entered remainder of data into OAR Database.

November - December 1993: Extracted data from FileMaker Pro version of Database into online version.

Support Provided by OTAN Online:

September 1992 - June 1993: Provided technical support online and by telephone to teachers as requested.

Ongoing - Maintain online communication system

REFLECTIONS ON THE USE OF TECHNOLOGY

Click on the topic which interests you:

- 1. Teachers' Reflections
- 2. OTAN and CASAS Reflections
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Teachers' Reflections

"I think the computer component of this project is an important one. It provides a structure for thinking. It mechanically makes me sit and think about what is happening. It is also an organizational tool. I would have used the E-mail more I think if I could have done it at home."

"Although I am still in the throes of this interesting project, I am convinced that use of the on-line component constitutes a new vista in my career. During the remaining weeks, I intend to utilize this device to the fullest. This new technology represents a literacy breakthrough for me as well. It shall enable me to speak more confidently of the importance of the joys and frustrations of lifelong learning."

"My partner communicated more with me than I did with her. I really appreciated receiving her notes (E-mail). They stimulated my own thoughts and gave me the push and encouragement I needed."

"I don't like to work alone. I also live in an isolating (intellectually, that is) rural area and found it stimulating to work with someone as knowledgeable as my partner."

"I received a great deal of support from my site administration. It was my principal who agreed to allow me to have my own phone line installed on a phone in my room [at school]."

"I just love to network and get feedback on my teaching methods. This project was truly a vessel for accomplishing this."

"Strange as it may seem, both of us have incurred similar difficulties getting "connected". We got on-line inside of a week of each other. "

"Now that I have a computer at home with a modem, the computer aspect of this project is fine. Access was the major issue for me. Life is very busy for a part-time mother. I really didn't have the luxury of extra time at work to sit at someone else's desk and think and/or learn how to E-mail. Until we finally decided to buy a Mac (we had an IBM), access was a frustrating element for me. "

"The Mac I use to communicate and check my mail is a Mac belonging to a school secretary. My husband and I decided that we needed to buy one. We have a very old IBM compatible. My exposure to Mac software has made me want to expand. So I have begun to save for one."

"I did not have a computer that was easily accessible. My supervisor had it in her office and certainly offered it but I was uncomfortable using it there. I also found I was simply too tired to use the computer after my school work day without a break in between. "

"The only additional support I could have hoped for was the PowerBook. I was so excited about that particular aspect of the project and really was disappointed when it fell through."

Teachers' Reflections

"I really wish we had been able to get our PowerBooks as was the original intent of the project. We could have communicated even more with that available, and would have liked to have had the experience of that during some of our more difficult times."

"The fact that we never received the PowerBooks was a real deterrent since I do not have a computer at home, except occasionally."

"The major change which would be of benefit to everyone involved would be to supply Powerbook computers for more convenient/regular access to off-site support personnel."

"If we had been given access to the PowerBook computers as originally planned, I feel the project would have benefited immensely. I would have been very pleased to have had more communication with my partner, whom I greatly respect as a quality teaching professional. "

OTAN and CASAS Reflections

Technology Facilitator's Reflections on the Use of Technology

The teachers' main problem in using technology was access. All were eager to learn at the technical training, even those who had never touched a computer before. So not having the PowerBooks, which they could have taken back and forth to home and work, made it difficult for them to use the computer and to remember what they had learned when they did use it. Nevertheless, they proceeded undaunted, communicating by whatever method they could.

Teachers have a very lonely journey as they seek to improve their craft and truly meet the needs of their students. Collaborating and sharing is one of the most exciting aspects of this type of research, because the pairs of teachers are able to share their insights, concerns, discoveries, and ideas. Communicating via electronic mail has a great advantage over telephone communication for several reasons. First, the senders can send the message at any time that is convenient, whether or not the receivers are available. The receivers are also able to receive the messages at time convenient to them. Secondly, senders are able to enclose files. Using this feature, a teacher can send his partner a lesson plan, work sheet or other document for the partner to see. Some teachers found computers so useful that they actually bought computers for themselves to use on the project.

Research Facilitators' Reflections on Technology

Using E-mail

The promise of access to computers was the carrot to initially involve many of the teachers. The original plan was to provide them with a laptop computer as a tool to facilitate collaboration and research with their partners. The eventual grant did not provide funds to buy the powerbooks. The participants were very disappointed. Even though each district tried to help facilitate computer access, the fact that the majority of the participants had access, but not easy access to computers minimized the amount of online communication. If all of the teachers had been able to get online earlier in the project timeline and have easy access to computers there would have been a great deal more communication between and among partners. Those who were online quickly used the training provided, became comfortable with the process, and communicated between and among themselves freely. Some of those who experienced long delays never did become comfortable. However, limited access to computers is probably more reflective of the situation most teachers face in adult education.

It was exciting to read some of the communications from the teachers as they were struggling with the process, developing their surveys and assessment instruments, implementing and revising their interventions, sharing their problems, excitement and frustration, and offering suggestions to each other. Their spontaneous comments were in a coaching mode, supporting each others' efforts and sharing personal anecdotes.

OTAN and CASAS Reflections

In the course of the project, we also grew in our use of electronic networking to communicate with teachers and other administrative project staff. It has now become second nature to all of us, including those who initially had limited computer literacy. We made special efforts to communicate via e-mail whenever possible, and learned how to do things that we didn't know before, such as sending enclosed files and group messages. This often took more time, but it was important to us to follow through in the spirit of this project, with its focus on technology. In the end, it proved to be the most efficient way to ensure that everyone was always kept informed, and we became more confident in its and our own capabilities.

Designing and Using the Database

The design of the online database is an example of the level of coordination needed for OAR. Before OTAN and CASAS could design the database, all participants needed to discuss the kinds of data that could be collected, who might access the database, necessary versus "nice to know" information, and best ways to collect and input data. Running through every discussion was the idea of how to maximize dissemination of the OAR experience and stay within the fiscal parameters. The advisory group had to make many difficult decisions concerning quality and quantity of effort. There was consensus that quality was an overriding consideration.

OTAN and CASAS worked closely together to design and provide information for the database in a manner that would be clear and easy to access. It was sometimes a challenge to collaborate because we are in different cities and the timeline was short, but we feel that the effort has resulted in an extremely valuable and unique contribution to the field of adult education.

Even though we had participated in the design of the database and had provided the majority of its contents, we were not prepared for the reality of seeing it online and interacting with it. It was incredible--we were delighted and thrilled. We had never completely conceptualized the project online. Our experience with projects and grants have all resulted in a printed final report which is rarely disseminated or read. Instead, OAR has become one of those intriguing icons on the computer screen which an interested person can access, investigate, and request more information about. OAR won't get lost on someone's bookshelf.

We think there is great future potential for expansion of the OAR Project database. In the design of the database, attention was given to creating a framework which could be expanded to accommodate reports from other action research projects.

We look forward to the development of an electronic forum to discuss the OAR findings. We have already had one INTERNET inquiry and anticipate future messages related to how other instructors are expanding the research and using the database.

On Action Research

Click on the topic which interests you:

1. Teachers' Reflections
2. Managers' Reflections
3. Research Facilitators' Reflections
4. Resources/Bibliography on Action Research
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Teachers' Reflections on Action Research

Teacher's Name John Caliguiri

The idea of the process is very simple, in my opinion, but it has limitless applications and will achieve as deep an understanding of a teaching question as the participants are able or willing to achieve.

I refer to the process this project has begun in my classroom as "tinkering". My students were being instructed well before (at least as well as possible for me), but now I've learned a process to ponder and revise a small part of what I do based on adjustments made after reflection on an activity. This has enlightened me as to the power of reflection--both in my own teaching and in my students' receptive and productive English skills.

I often felt peer coached by an entire team of dedicated, knowledgeable colleagues. I would not even compare this experience to an ordinary inservice. It was indeed more like participating in an electronic symposium centered on my classroom situation.

Teachers' Reflections on Action Research

Teacher's Name Joyce Clapp

I am still very excited about this project. There has been overlap between the findings from this research and my program coordination assignment. My main responsibility is coordinating the ESL program. I teach during the summer session, and I elected to teach this literacy class for the purposes of the research project.

I feel that my participation has helped me grow professionally. I wouldn't have spent the time reading so much research. It would be nice if they would enlarge the print on those articles. Seriously, I wish I would have read more research in the early part of the project. In fact, I would like to start over and do a better job since I have learned so much during the project.

Teachers' Reflections on Action Research

Teacher's Name John Dennis

Although I am still in the throes of this interesting project, I am convinced that use of the on-line component constitutes a new vista in my career. During the remaining weeks, I intend to utilize this device to the fullest. This new technology represents a literacy breakthrough for me as well. It shall enable me to speak more confidently of the importance of the joys and frustrations of lifelong learning. Albeit, I wish I had had a little more pre-project exposure to this aspect of the OAR project.

My frustration stems from having only recently managed to get on-line and endeavoring to do justice to the project amid a number of serious snags: the problem of a new quinmester system, a 2-day scheduled class, and students disgruntled about enrolling in a GED Prep class.

What has been most helpful have been my encounters with my partner.

Teachers' Reflections on Action Research

Teacher's Name Susan Gaer

The journals were done twice a week. Each time students wrote in the journal, I responded. I think the way I responded was very important. That is to say, if I responded in a way that the student could identify with, then I received a longer and more creative written response from the student. The problem is that I am not sure what makes a "quality" response from the students. I am going to continue the journal activity but only once a week. In this way, I can concentrate on the quality of response.

I found the teacher research group to be a big incentive. I had never worked as a teacher researcher before and found that collaboration helped me to continue. If I ask myself the question, "Would I have started doing journals if I had not been part of this group?" The answer would have been no. So I think the concept of teacher researching is important and valid.

The OAR team worked in both large and small groups. I found myself to be much more productive in the small group rather than the large group.

Teachers' Reflections on Action Research

Teacher's Name Kathy L. Hans

This project has been useful to me as a teacher in two ways. First, by giving me time to read research in this area. I've seen data to support what my students and I had identified as a need and an important area of focus. Listening is used far more than any other single language skill in normal daily life. Second, I've stretched myself as a teacher and tried some new strategies that I've read about about in the research, or developed on my own or learned about from my partner. These techniques will continue to be a part of my repertoire as a teacher.

I think there was confusion initially. The role of researcher requires a slight readjustment, although ideally, again as a teacher one should be reflecting on the process and analyzing outcomes on an ongoing basis. The difference is that a teacher usually does this alone. I think having a research partner is an important part of this project.

It is rare to receive support to read and do research in an area of one's own choosing. Most in-service is very directed and less open-ended than this project.

Teachers' Reflections on Action Research

Teacher's Name Gail Hodgin

During the project time period, I shared with my class information about the OAR project and my meetings with other teacher reseachers. I told my students about new ideas I had learned from my colleagues regarding questioning skills. The students enjoyed this discussion. They responded to the project and to me as though the classroom setting had become more professional or "college-like." The students saw the merit of the questioning skills activities because they understood the reasons the activities were being used.

I realized how difficult it is to develop a research question that is broad enough to generate activities and materials but specific enough so that the topic is not overwhelming. Choosing my own question was a tremendous asset, and I appreciated the opportunity to change it based on my needs and my students' needs.

Teachers' Reflections on Action Research

Teacher's Name Junetta Mc Kewan

The project was a good experience for me and my class.
I was able to implement some measures I had been thinking about but putting off. Collecting writing in portfolios proved to be very effective and helpful to both students and teacher. Students indicated it was helpful to them to compare their writings, to see differences and to see improvement.

I was not always able to spend as much time with each student as I would have liked, but they were very understanding when I had to shorten our time together. The time was well spent and it was a very worthwhile project. I think any time teachers try new methods in their classrooms, they grow.

Teachers' Reflections on Action Research

Teacher's Name Wanda Pruitt

As I embarked on this project, I was very excited and interested in seeing if a new method of presenting material and techniques to my students would make a difference. This training benefited me as a professional in becoming more of a co-worker with my students.

Teachers' Reflections on Action Research

Teacher's Name Margaret Rogers

Initially, I was excited to be a part of the project and continue to be excited. I'm sure I have improved as a teacher just due to the care and time I have spent in preparing for the project. For example, when does a teacher usually take the time to read current research related to lessons being prepared? Going the extra steps for preparation could only have helped improve the quality of the instructional design and the teaching itself.

Participating in OAR was a very meaningful type of inservice training. For one thing, we were working on a project that we chose and that was very interesting to us. So often at least some part of inservice training is not relevant to an individual's needs. Also, working with a partner was a very supportive situation. I think it is easy to work hard and make a strong effort when you know that someone else is depending on your participation and your part.

Teachers' Reflections on Action Research

Teacher's Name Martha Savage

I love research. What I mean by this is that I like the thinking process. I do not consider myself a statistician. I enjoy reading and thinking about what I do. It was difficult for me to understand what they were asking me to do initially. What I have discovered is that OAR represents everything I like about learning without any of what I don't like. It feels to me that I am learning. It feels as though I am on the front lines. I think I feel this way because I am analyzing and re-thinking.

This has been a growing edge for me. I have learned more this year about adult ESL than any other year. I have applied what I have been experiencing in this project to my classroom and in my workshops as well. I am better able to articulate the language functions and the inter and intra dependence. I love it!

My students seemed to thrive on the concept that they were involved in a project. They took it very seriously and put a lot of effort into their journals, talks and the testing. This was very energizing to me. I responded to their enthusiasm.

I felt very glad to be a part of this study. I appreciated my partner's good advice, clear thinking and research.

Teachers' Reflections on Action Research

Teacher's Name Janet Sullivan

I've benefited tremendously both in being aware of my teaching techniques and of course my improved computer literacy.

I was actually scared to death since I had very limited computer experience and I was rather intimidated by the term researcher. Now I believe I have a better handle on the whole process and certainly had our question reaffirmed by the entire CATESOL Conference in March, 1993. I think I've grown as a teacher in that I've become more understanding of students' struggles and offered more encouragement to them.

The entire concept of having a database that other teachers can access is exciting in itself. I believe that more networking and sharing of our ideas will make us all better teachers.

I would definitely like to continue on this project should funds become available. In many ways I feel I have only just begun.

Teachers' Reflections on Action Research

Teacher's Name Barbara Woodmansee

Being involved as an action researcher was a great opportunity to look closely at a particular aspect of teaching, study it, observe it, and interpret it systematically as well as share it. It was particularly beneficial working with a partner with whom I could consult. Working with my partner and a small group of other teachers doing similar action research gave me the support and encouragement I needed. Collaboration gave me the opportunity to talk about and clarify my concerns and enabled me to broaden my perspective.

As a result of my participation as an action researcher, I have become acutely aware of the value of recording classroom observations and impressions over time as a means of improving classroom practice.

Managers' Reflections on Action Research

On selection of teacher participants

"I was clear from the beginning that participants should be teachers who had consistently demonstrated excellent instructional skills; I did not want teacher competency to be a project variable. Further, I looked for people who had shown significant leadership in their agencies in terms of professional improvement activities, curriculum development, training experience, and some level of mentoring. All of the site managers agreed on these criteria."

"I feel that the most important contribution of the site managers was the selection of absolutely outstanding teachers who have grown to even higher levels of professionalism than those they possessed at the beginning of OAR."

"I think that the teachers who were involved in the project were good selections. They were involved and very well prepared to undertake their research projects. I would emphasize for future selections that teachers must choose to participate, have a relatively long experience in adult education, and be excited about the possibilities of change in their teaching techniques."

"I believe that we had truly outstanding participants. They also fulfilled the CDE requirements for geographic and ethnic balance."

On designing and implementing the process

"I thought I had a general idea of teacher research at the beginning of OAR, but I didn't really. My ideas were very simplistic."

"My main contribution to the process has been to ask for clarity when I thought the direction of the research seemed unclear to the teachers or to the site managers."

"I think that the commitment and expertise of the teachers really contributed to the success of the project. Personally, I would have felt more comfortable with more proactive planning before the teachers started their participation."

"The major players in designing the process must continue to be the teachers."

"As a site manager, I had very little to do with this. This was handled well by the CASAS and OTAN folks. At first, several of the teachers were "confused" as to exactly what they were to do but this changed."

On evaluating the outcomes

"I'm not surprised by the professional growth so evident in the teachers. I knew, but I don't think they did, how good they truly are. I think they do now. They are the kinds of teachers who get better and better because they personalize their learning experiences and make them part of their already impressive core of educational practices."

Managers' Reflections on Action Research

"I didn't have any idea that what we were attempting would put us in the vanguard of 'what's new' in adult literacy."

"I've had absolutely marvelous reports about the OAR presentation at the CATESOL conference. Our tie-in with the plenary speaker certainly shows that we really are on the cutting edge of what's current in the ESL world."

"Using the anecdotal records truly captures the unexpected outcomes."

"This was really done by the teachers and interpreted by CASAS. My role in this was nonexistent."

On using technology

"OAR has given real impetus to continued improvement of my computer skills. The teachers started at various points of computer literacy. Some report significant growth, while others have used the computer nominally. I think we have to conclude that the E-mail process has greatly enhanced, but is not essential to the project."

"Using On-line is very effective, providing continual access to everyone on the project. I think it is an integral part of the research project. I will be very interested to see how extensively the results are used once the report is put on-line. I cannot overstate the importance of the technology."

"Nearly all of the teachers that I worked with were excited about this component of the project. If we could have secured powerbooks for the participants, I believe that the technology component would have been much more dominant."

On facilitating professional growth

"I see evidence of a vast amount of professional growth on the parts of all involved in OAR, especially the teachers because they put forth a great deal of effort to learn so many new things. After all, most began OAR with a minimal understanding of the teacher research process."

"The professional growth which is most evident is by the teachers, in the growth of their knowledge as a result of their research projects."

"For me, this was one of the most exciting parts of the project. The skill of 'teacher as researcher' can have a powerful effect on what happens in the classroom. It provides for the reflection teachers need to analyze how effective their strategies are. I see this as the final step in student learning. Presently, I observe classroom teachers who are identified as good, and yet they do not take this final step."

Managers' Reflections on Action Research

On seeking funding for and participating in a future OAR project

"These teachers are really on a roll now. They are now in a place, not only to continue and expand their own research, but to provide mentoring to a new group of teacher researchers."

"I feel very privileged to have been a part of OAR since the first meeting in the CASAS Cupertino office. It's been exciting and a wonderful epilogue to my Adult Ed. life."

"The project should be continued with the teachers using the same questions, if appropriate, or developing new ones."

"I'd like to continue to participate because I think the results will be very important to the field, particularly in terms of extending the database for teachers."

"I believe that our particular project is one that requires more time than we had because it is so complex. As a site manager, my time commitment was minimal. I would continue to support the project."

Managers' Reflections on Action Research

Research Facilitators' Reflections

CASAS OAR Staff

Reflections on the Process

The Vision

Dr. Richard L. Stiles, with the California Department of Education has always had a vision of implementing a field-based approach to program accountability. This vision has inspired a history of successful activities that have involved practitioners in the development, implementation, and evaluation of accountability processes and outcomes. Dr. Stiles' vision was to promote classroom assessment practices with a cadre of ABE, ESL, and GED teachers and share results through statewide computer networking capabilities. The overall product would be an online interactive database where policy makers, researchers, program managers, instructors, and other interested parties could read about and react to classroom practices. He contacted CASAS, OTAN, and several adult education agencies about providing support for instructors to conduct classroom research and report results.

Initial meetings were held. Enthusiasm was high, but funding was problematic. Finally, we learned of the opportunity for funding through the National Institute for Literacy, submitted a successful proposal, and OAR was launched.

Organization of OAR

The organization of the OAR Project was complex due to the numbers and types of agencies involved, and to the geographic distance between all players. The administrative players included CASAS, the state funded project that supports California's accountability needs, located in San Diego; OTAN, the state funded center for technical assistance related to technology in Los Angeles; MAEP, a large urban adult school in the Bay Area which was the fiscal agent for the grant; and administrators and teachers from several other adult education agencies in northern and central California. Although geographic distance made it difficult to meet, the unique expertise contributed by each agency was important for the formation and implementation of the OAR Project, with its focus on creation of a national database and distance communication among teacher researchers via computers.

There was an overall Project Director who was not directly affiliated with any of the other participating agencies. This enabled her to be the principal communicator, negotiator and arbitrator for the project. Dr. Stiles from the California Department of Education served in an advisory role throughout the project. Administrators from the participating adult education agencies played an important role in providing institutional support for the teacher researchers.

OAR project "players" were many and varied in their roles, both within and outside of the project. Everyone involved in the project, including the teachers, was used to being in some type of leadership role. From the beginning, it was important to establish our roles, maintain good communication, and prevent duplication of effort. The budget was very tight, and everyone agreed that the majority of funds must be used to support the teacher researchers. We established bimonthly meetings to coordinate and collaborate.

Research Facilitators' Reflections

Teachers were selected from a somewhat restricted geographic area (northern and central California) in order to make it possible for them to come together for meetings. Research pairs were geographically at a distance from each other in order to evaluate the possibilities for conducting action research using networking technology. Unfortunately, many of the pairs never implemented computer networking to its fullest potential due to lack of access to computers. However, pairing the instructors was one of the most successful aspects of the OAR project. Instructors formed close relationships with their research partners. In meetings and in their reports, they frequently mentioned the advantages of working with a colleague and focusing on the realities of their individual classrooms. This was possible because each of the pairs had common interests and decided to research similar questions. When they wrote their final reports about their own classroom research, their partners were always mentioned. Whether they communicated frequently or infrequently, they unanimously felt they had benefited from their shared experience. The feeling of "belonging to a pair" was so strong that towards the end of the project when we decided to feature the findings of one participant in a national newsletter, she resisted until we included the contributions of her partner.

Research Facilitation Role

As a team of three CASAS research facilitators, we each brought different strengths and experiences to offer the teachers. We were initially unsure about how we should organize ourselves in relation to the teachers: should we limit ourselves to each working with two pairs of teachers or should we all work with all of the teachers? We decided to each work with two pairs of teachers working on related subjects, but made it clear to the teachers that they could contact any of us with questions or requests. This strategy appeared to have met their needs. Some teachers expressed the need for one point of contact who was familiar with their concerns so they wouldn't have to continually go over the same ground with a new facilitator. However, teachers were comfortable contacting any of the three of us if their facilitator wasn't available.

In this initial effort, it was extremely important for us to meet regularly as facilitators and work as a team. In this way, we could collaborate and work through the stages of research facilitation. We were surprised how much time was required for us to understand what we thought the teachers were going through, and deliberated at length about how we could help them through the process of becoming action researchers. We had to make concerted efforts to avoid being directive, and to discover models for facilitation.

At almost every meeting we had with teachers, both in large and small groups, there were many anxious questions, such as "What is our deadline? What do we expect as a product? When, where, why?" We would rephrase the questions to, "How much time do you need?" or "What kinds of results do you think you'll find?" It was obvious that this type of discussion was unfamiliar, but they found it challenging. Some commented that their previous experience with research had been in graduate school or college, with memories of long, burdensome papers which, in many cases, were not of immediate relevance. Many indicated that they finally realized that they and their students were the center of the research. It was a continual process of reassuring and reestablishing the role.

Research Facilitators' Reflections

Many of the OAR teachers were initially impatient with our facilitation role and a perceived lack of direction. In the end, they defined OAR and taught us a great deal about their strengths and the strengths of their students. We needed to collectively create, implement and evaluate OAR.

Reporting Results

The teachers were nervous about reporting the results of their projects. Again, their world is more in the "doing" rather than the "recording". We constructed a template to help them organize their final report, and they welcomed the format. We will never know if a less standardized template would have encouraged a deeper level of reporting. One survey we developed, the *OAR Teacher Researcher Survey*, provided wonderfully rich comments about the action research project and the role of the teacher researcher. The quality of the questions encouraged a deeper level of reflection.

The length and quality of the final reports received from the teachers were very uneven. However, the teachers' voices were fresh and inspiring. Our challenge was to preserve their voices and assist them in reporting their findings.

The teachers' reflections, insights, and findings were very important. Often we would read something they wrote, and find ourselves imagining similar situations. We could put names on their students and provide examples to match their examples. Their research was vivid and interesting, although many times it lacked polish and completeness. How many times, though, have we read polished research articles that are so sterile and redundant that we lose heart before we decipher the findings?

Reflections on Teachers as Researchers

Introducing Action Research

It was much more difficult than we originally imagined to convey the basic idea of action research to teachers. We gave examples, definitions, research articles, exercises, and had discussions, but it wasn't until the teachers were actually in the midst of trying it in their classrooms that they seemed to begin to get an idea of what it was and what their roles were.

The majority of teachers selected to participate in OAR were trainers for either the ESL Institute or the ABE Institute (ALIT). Both institutes select experienced teachers recommended by their agencies to become trainers. We wanted to be able to control for teacher variables of experience and effectiveness in the research design.

The role of action researcher may be a difficult initial fit for any teacher. The teachers' world is immediate and demanding, often focused on the success of a specific technique or lesson. There is an over-emphasis on daily or weekly planning, rather than considering learners' goals and evaluating outcomes in relation to their goals. The research process helped them to step back and reflect on whether what they were doing was really helping students to achieve their goals. In order to obtain answers to their questions, long range planning was essential.

As these teachers were also trainers, they were accustomed to helping others, and to there being a product or some kind of tangible and usually very practical result of their efforts, such as a specific teaching technique or strategy. They could not fathom that they were being asked to be involved in something that would only help them and their students, at least initially. We did explain that others would later share the results of their research, and it is likely that this contributed to their confusion since they kept trying to plan their action research so that it would be of interest to other teachers. This was not a wrong approach, but it confounded the process of trying to settle on a research question that addressed their own classroom concerns.

The OAR Teachers were accustomed to being information-givers and problem-solvers. The action research process asked them to step back from their role as teacher and trainer and reflect on who they taught, how they taught, and what THEY would like to research.

At the initial meeting with OAR teachers, 12 eager competent teachers awaited their instructions about "how to conduct action research" as if it were a packaged process to learn and implement with three equally eager and competent research facilitators who said, "We're here to support YOUR research needs." There was a natural clash of expectations as the "just tell us what to do" group faced the "tell us what you need" group! The teachers had a real fear that we didn't know what we were doing, and they also didn't know if they could do what we expected of them. We weren't prepared for the anxiety they felt, and continued to reassure them that the research process takes time. Both groups left the first meeting with somewhat different impressions. Many teachers seized the moment and began plunging into the implementation of the research, while we facilitators searched for a process to help the teachers take a step back from implementation and learn to reflect.

The second meeting continued in a similar vein. Several teachers wanted to share their preliminary results, while our agenda included new tasks to encourage reflection. However, as we moved into small groups, the magic of the process began to take hold. We met in small groups with our four assigned teachers for an activity designed to help them focus on their individual classroom issues and concerns. We listened to their discussions, and the fact that we were listening, not directing their discussions began to demonstrate to the teachers that our role was just to support them. These small group discussions provided a first opportunity for partners to begin bonding. Even though many knew each other and had worked together on other projects, these were new roles for them. They began to spontaneously discuss problems they wanted to explore. By the time individual pairs provided feedback to the whole group, we knew we had sold the concept.

Determining Research Questions

Formulating the research question proved to be a very difficult task for our participants. It will always be a struggle to pinpoint and clearly articulate a research question. Some teachers are uncomfortable with this process, and have a need for quick resolution and closure, so tend to want to leap onto an idea just to have something in place. It was very difficult for us to help teachers to remain in an exploratory mode.

The teachers tended to define a research question extremely narrowly or very broadly. We played a delicate balancing act, not always successfully, of holding them back from implementing until they had refined their question but not directing them toward a specific question, using questions such as, "How will you measure that?" or " Tell me more about how this question relates to your class situation." Some teachers were reassured by being told that they could modify their questions as they progressed if they needed to. A few teachers seemed to be satisfied with what they were doing in the classroom, and had trouble thinking of something they wanted to change.

Facilitating Action Research

At first the OAR teachers didn't understand that classroom research was a process in which they had the flexibility to try something, clarify or modify it, and then try again. They also did not see action research as a process in which they themselves would be able to learn and grow and thereby improve their own teaching.

Once the teachers understood the research process and that it would evolve over a period of time, they were very excited and amazed that they were being paid to take part in such a process. They realized that this project was not going to be done "to them" but rather "with them." In turn, teachers seemed to feel the need to share their research plans with their students, to actively involve them in the process. This happened even though there had been no prior discussion of involving the students.

The teachers were only just beginning to comprehend what the total research process involved, what they were learning from their reflections and what effects their interventions were having on their students when the project timeline ended.

Providing Technical Assistance about Assessment

One of the greatest benefits of this project was the ongoing change in the attitudes of the teachers toward the importance of assessing student learning outcomes. Were their students learning? How much? Was it helpful to them in their everyday lives?

In adult education classrooms in California, the large number of part-time teachers and an open-entry, open-exit enrollment policy that causes unstable enrollment patterns contribute to a de-emphasis on classroom based assessment. As a result, we were not surprised that designing, implementing, and reflecting on assessment would be problematic.

The OAR Project raised the teachers' awareness and concern for their students' outcomes and how they cope in the real world. In the process of conducting action research, teachers began to realize that in order to determine and communicate their results, they would need good and appropriate assessment instruments. They tried, many for the first time, such methods as writing assessment, performance-based assessment of listening and speaking skills, journals, logs, and surveys. Through these activities, teachers learned about how difficult it is to move from the supportive role of a teacher to the objectivity required of an assessor. They also discovered how difficult it was to design a useful survey and to analyze survey results.

The teachers were very strong in their personal observations of many elements of the research. They made interesting and insightful comments about their students' progress, resistance, and accomplishments. Often they intuitively knew their students had made progress, but had problems in systematically collecting and analyzing the data in order to document it. As previously stated, the open entry/open exit nature of adult education programs make it difficult to conduct assessment and collect sufficient data. Having completed one cycle of action research, many of the teachers indicated that they can now see the importance of assessment to understand what is going on in their classrooms. They want to improve the design of their surveys and assessment instruments, and find ways to better document student outcomes.

It was unfortunate that time and funding limitations prevented us from having final meetings with the teacher to assist them more directly in analyzing research outcomes.

Action research as staff development

Teaching resembles a mosaic of ideas and interactions that a teacher composes with his or her students every class period. This fragile mosaic often only exists for the period of the class and, when the participants leave, the mosaic is erased. Action research provides a way to make the classroom experience concrete in order to see it more clearly and improve upon it. Action research is an extremely powerful staff development tool because it is completely individualized. It gives value to the teacher's everyday experiences in the classroom, and provides a legitimate forum for the teacher's voice to be heard. This provides encouragement for teachers who often feel that they are not appreciated, or that they have nowhere to turn for solutions to specific classroom problems.

Action research also provides a context for teachers to share their many classroom mosaics. It keeps them at the center of their craft, and it allows others to share their experiences. Each and every one of the OAR participants discussed the power of action research as a means of personal and professional growth.

Reflections on Future Research

We are aware that research is not a short-term process, and that staff and many of the teachers are exploring ways to continue their research efforts. The experiences of others who have been involved in similar projects throughout the country have reinforced our perception of the need for this type of research effort to continue over a longer period of time.

We believe that there are a number of directions in which the OAR Project experience could be expanded in the future:

Research Facilitators' Reflections

- enable teachers to continue and expand upon their current action research to provide time for reflecting on preliminary results and to see the true impact of participating in action research;
- enable current OAR teachers to become mentors of a subsequent group of teacher researchers;
- expand the OAR database and investigate its uses with different learner populations;
- use the OAR database to introduce other teachers to the concept of action research; and
- evaluate the effectiveness of the database through investigation of how other teacher researchers can contribute to and access the database.

As research facilitators, we never expected to learn so much in so many ways through one project. We hope to be able to build on what we've learned, to continue our own research, and increase our understanding of how to facilitate classroom research.

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Forms Used

Form 1

Describe the First Action Step

Write an exact description of what you are going to change in your practice this time:

The rationale for the strategic action you are planning:

The effects:

People who are involved:

People who are affected:

Resource requirements:

Likely constraints and problems:

Confidentiality:

(Adapted from Kemmis and McTaggert, *The Action Research Planner, 1982)*

Form 2

Date:

OAR Teacher Assumptions

I. I know the following about my research topic:

2. I need to know more about:

3. I expect to see the following changes during the research time period:

4a. I think my students will have success doing the following things during the research time period:

4b. I think my students will have problems doing the following things during the research time period:

5. My assumptions about the final outcomes of this research topic are:

OTHER COMMENTS:

Form 3

Online Action Research Summary

Today's date:

General Topic:

Question or Idea:

Field of Action and First Action Step:

Monitoring Activities:

Timetable:

Forms Used

Form 4

OAR PROJECT JOURNAL

- What's happening how? (eg. in relation to my research question, the students in my class, individual student issues, my role as a researcher...)

- I feel good about....

- I'd like to try...

- I need.... (e.g. help, information, materials...)

- Other comments

Note: *This is your personal journal. Share only what you would like to share.*

OAR Activity Log

DATE	ACTIVITY	OFFLINE TIME	ONLINE TIME

Online Action Research
Class Setting Questionnaire

Please print this out, answer the questions, and then return it to:
Dorian del Conte, MAEP
4849 Pearl Avenue
San Jose, CA 95136

OAR Participant Name: ____________________ Date ________

Agency: --

Please check the appropriate answer:

Setting: __ Urban __ Suburban __ Rural

Program Size: __ Large (20,000+) __ Medium (300-19,999) __ Small (1-299)

Location of class:
__ At major campus
__ At minor campus
__ At satellite

Class time: Time of day: __ Morning __ Afternoon __ Evening (after 5 pm)

Number of hours/day: __________

Number of days/week: __________

Groupings:*(Please write percentage of class time spent in each.)*

Whole group __________
Small group __________
Pairs __________
Individual __________

Forms Used

Form 6

Paid aide? __ Yes __ No

- **Type of assistance provided:**
  - __ Work with students
  - __ Clerical work
  - __ Other ________________
- **Percentage of class time available** ________

Volunteers? __ Yes __ No

- **How many?** __________
- **Type of assistance provided:**
  - __ Work with students
  - __ Clerical work
  - __ Other _______________
- **Percentage of class time** ________

Does your agency provide............................? *(Check all that apply.)*

__ paid staff development
__ unpaid staff development
__ resource teacher
__ mentors
__ paid conference participation
__ unpaid conference participation
__ paid preparation time
__ overhead projectors
__ copy machine
__ resource library
__ class sets of books
__ VCR
__ tape recorders
__ clerical assistance
__ stand alone computers
__ networked computers
__ other _________________4/9/93

OAR PROJECT TEACHER PROFILE

NAME ______________________________________

TOTAL YEARS OF TEACHING __________

NUMBER OF YEARS TEACHING CLASS IN SUBJECT AREA OF OAR PROJECT ___

EDUCATIONAL BACKGROUND:

- DEGREE ______________________________________
- CREDENTIALS ______________________________________

  ____

PROFESSIONAL HIGHLIGHTS:

____

____

____

____

Online Action Research

4/9/93

Technology Survey (a)

Please rate the items on a 1 - 4 scale and write comments, or answer the questions. All responses will be aggregated and confidential.

Participant's name ______________________ **Date** _____________

1. At the beginning of the OAR Project, my computer experience was...

No experience — A great deal
1 2 3 4

Comments ____

2. At this point in the OAR Project, my computer experience is...

No experience — A great deal
1 2 3 4

Comments ____

3. At the beginning of the OAR Project, I felt the following about using computers:

Very fearful — Eager
1 2 3 4

Comments ____

4. At this point in the OAR Project, I felt the following about using computers:

Very fearful — Eager
1 2 3 4

Comments ____

5. I had access to a computer...

No experience — A great deal
1 2 3 4

Comments ____

6. I communicated with my partner...

No experience — A great deal
1 2 3 4

Comments ____

Forms Used

Form 8

7. In what ways did you communicate with your partner?

Online e-mail/enclosures	A great deal	Sometimes	Rarely	Never
Computer disks	A great deal	Sometimes	Rarely	Never
Phone	A great deal	Sometimes	Rarely	Never
Fax	A great deal	Sometimes	Rarely	Never
In person	A great deal	Sometimes	Rarely	Never
Other ______________	A great deal	Sometimes	Rarely	Never
Other ______________	A great deal	Sometimes	Rarely	Never

Comments ____

____

8. Prioritize the three things that helped you most in learning how to use computers.

__ Assistance from OTAN
__ Assistance from OAR Manager
__ Site Manager or other site office staff
__ OAR partner
__ Other (Be specific) ___________
__ Other teachers
__ Friends and family
__ Computer accessibility
__ Opportunity to practice on my own

Comments ____

____

9. The most exciting or rewarding moment in my learning to use computers was...

10. The hardest thing to learn to do was...

11. How did communication with your partner on line influence your use of the computer and your attitude toward the computer?

12. In helping new OAR teachers get started with computers, I would recommend...

The following questions about your use of computers are more technical. Answer as many as you can.

1. What kind of computer have you been using for OAR?
(If more than one, write "1" for the one you used most often and "2" for the one you used less often.)

___ Macintosh ___ IBM ___ IBM Compatible

Comments____

Forms Used

Form 8

2. Where was the computer you used most often located?

___ My work site

___ Another work site

___ Home

___ Other ________________

3. If you used another computer less often, where was it located?

___ My work site

___ Another work site

___ Home

___ NA

___ Other ________________

4. If you know, how much RAM does your primary computer have? ______

___ I don't know.

5. If you know, how much memory does the hard drive on your primary computer have?

_________ I don't know.

6. What make of modem are you using? ________

___ I don't know.

7. If you know, what is the speed? ________

___ I don't know.

8. When you started the OAR project, which different software packages did you use?

____

____

9. Now which different software packages do you use? ______________

____

10. Do you use the computer for other things besides the OAR project?

At school?

___ record keeping

___ making student handouts

___ typing lesson plans

___ other ____________

At home?

___ writing letters

___ address/telephone list

___ taxes and budgeting

___ other ____________

11. What value do you see in students communicating with each other by computer?

___ My students already do it.

___ I might try it with my students.

___ I don't see much value in it.

___ I'd like to, but it's not possible at my school.

Forms Used

Form 9

Date:
Type of class (ESL or ABE/GED)

OAR Teacher Researcher Survey (A)

Please reflect on your participation in the OAR process as it relates to the questions below. You may want to wait to answer some questions or parts of questions (eg. #8, 9, and 10) until later.

1. **Being selected as a participant.** Please reflect on the process as it relates to you, the other participants, and the project as a whole. How and why were you selected? Would you suggest any changes?

2. **Becoming a teacher researcher.** What were your feelings/ thoughts as you began and in the initial stages of the process? What are they now? What has the impact been, if any, on you as a person and as a teacher? What changes have occurred?

3. **Determining your research question.** Please reflect on the steps you went through, changes that evolved, interactions with your partner, etc. to determine your research question.

4. **Communicating with your partner.** Please comment on the experience of working with a partner. What are the problems/ benefits?

5. **Receiving support to conduct your research.** Please reflect on the support received from your site administration, OAR project staff, and others. What has been most helpful? What support would you have liked to have had that was not provided? Would you suggest any changes?

6. Using assessment instruments. Please comment on the process of identifying, selecting developing and administering the different types of assessment instruments you used. Were they effective? Would you make any changes?

7. Understanding language learning and literacy acquisition. Do you feel your participation has helped you to grow professionally in these areas? Why?/Why not? How? How does participation in OAR compare to other forms of inservice training?

8. Evaluating the results of your research and participation in the project. Please comment on the benefits of participation to you, your students and others. Have there been any problems?

9. Identifying unexpected outcomes. Please comment on/react to any unexpected outcomes. What were they? Why do you think they occurred?

10. Looking ahead, conducting future research. Would you be interested in continuing your classroom research? Why?/Why not? What would you want to do if additional funding could be obtained?

July 7, 1993

Format Guidelines For Writing The OAR Final Report

1) Statement of Problem:
Primary Data Source (s) CASAS Oar Teacher Progress Report

Other Data Sources (s) First Action Step
OAR Teacher Assumptions
Teacher logs/journals
Oar Teacher Researcher Survey

2) Research Question:
Primary Data Source (s): CASAS Oar Teacher Progress Report

3) Demographics:
Primary Data Source (s): CASAS 321 Answer Sheet with Student Demographics

4) Assessment:
Primary Data Source (s) CASAS Oar Teacher Progress Report
CASAS Facilitator (Autumn/Linda)

Other Data Source (s) OAR Teacher Researcher Survey

5) Timeline:
Primary Data Source (s) CASAS Oar Teacher Progress Report

Other Data Sources (s) Teacher logs/journals

Forms Used

Form 10

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6) Intervention:

Primary Data Source (s) CASAS Oar Teacher Progress Report
OAR Teacher Researcher Survey

Other Data Sources (s) Teacher logs/journals
Sample lesson plans/worksheets

7) Findings:

Primary Data Source (s) Assessment Results (standardized and informal)
Samples of student work
Student feedback/Peer feedback

Other Data Sources (s) OAR Teacher Researcher Survey

8) Suggestions for Further Research:

Primary Data Source (s)	Oar Teacher Researcher Survey
Other Data Sources	Teacher logs/journals OAR Teacher Assumptions

9) Final Reflections:

Primary Data Source (s)	OAR Teacher Researcher Questionnaire
Other Data Source (s)	Teacher logs/journals OAR Teacher Survey on Technology

10) **Other Comments**

July 7, 1993

THINGS TO THINK ABOUT WHEN COMPLETING YOUR FINAL REPORT

1) Each teacher should complete a final report.

Note: Refer to your "Progress Report" to complete Sections 1 - 4 in the attached "Format Guidelines for Writing the OAR Final Report."

2) For sections 5 through 10, try to respond to three points:

    1) What did you plan to do or find out?
    2) What did you actually do or find out?
    3) Comments about the process/results

3) Select materials for the appendices to your report, such as:
    a) sample lesson plans
    b) sample on-line communication
    c) samples of student work (journals, logs, worksheets)
    d) sample assessment instruments, surveys, and performance based items
    e) bibliography of articles
    f) other wonderful ideas

4) Remember these are just suggestions. The final report is your documentation of your research. As long as you address points 1 - 10 on the attached guidelines for writing a final report, the content of the report is up to you! If you want to include information that doesn't fit into categories 1 - 10, please write it in category 11, "Other comments."

Form 11

Date:

OAR Site Manager Survey

Part I:

Please reflect on your participation in the OAR process and any changes you would make in the following areas.

1. **Selecting the participants.** Please reflect on the process, including your involvement in the process and any changes you would suggest?

2. **Designing the process.**

3. **Providing support for teacher researchers.** Please reflect on the process, your involvement in the process, the support provided by others, and any changes you would suggest.

4. **Implementing the process.**

5. **Evaluating outcomes** (of the research, the process, impact on teachers and teaching, impact on you and your site, other.)

Expected:

Unexpected:

6. **Using technology** (you/the teachers/other)

7. **Facilitating professional growth** (yours, the teachers, others)

Part II:

8. How do you feel about seeking **continued funding** for the OAR Project? Do you have any suggestions?

9. What would you like to see happen in a **second year?**

10. Would you be interested in **continuing to participate**? Why?/Why not?